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ABSTRACT

The career education curriculum guide for grades 9-12 contains activities that can be integrated with existing curricula. Career education activities are organized under the headings of goals, objectives, materials, procedures, anticipated results, and evaluation within the subject areas of art, business, consumer education, distributive education, English, foreign languages, guidance, health, home economics, humanities, industrial arts, library, mathematics, psychology, physics, chemistry, biology, social studies, and special education. The 50-page appendix contains: a letter of appreciation and career interview questions; a list of affective experiences; a feelings survey; a unit on job application; career speaker questions; a unit on knowing one's self; a job application survey; cluster exploration; suggestions for relating biology to careers; specifications for a volunteer career program; a description of the Volunteers in Action class, an alternative volunteer program; and resource center activities. (Author/NH)

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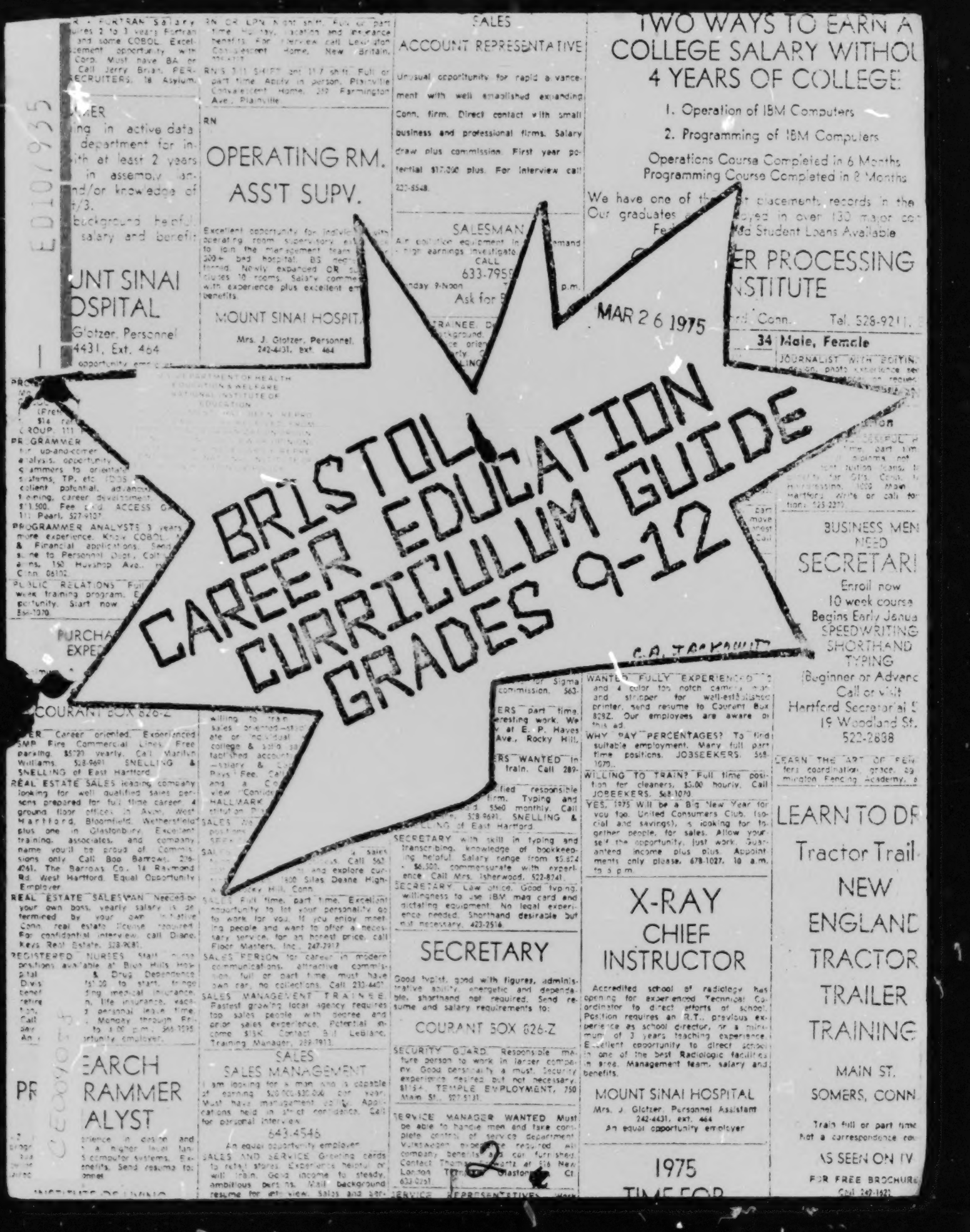
BRISTOL
CAREER EDUCATION
CURRICULUM GUIDE
GRADES 9-12

ED107935

Provisional Curriculum Guide

Project No. V361170

Grant No. OEG-0-73-5301

Penetrating School Strata Through Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Robert J. Edmondson
Director, Career Education Program
Bristol Board of Education
935 Farmington Avenue
Bristol, Connecticut 06010

January, 1975

COMPLIMENTS OF
ROBERT J. EDMONDSON
CAREER EDUCATION

Provisional Curriculum Guide

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FOREWARD

Our classroom teachers in Bristol have met the implementation of the Career Education Program with enthusiastic response. This curriculum guide is the result of the combined efforts of so many in such a short time. I hope that the activities contained within this guide will encourage a great many more teachers to rise to the call of such an important concept in education today.

It will be through the efforts and cooperation of all involved that we will be able to provide our students with the necessary information they will need to meet the challenges of the world of work.

To the many teachers and Career Education staff who have given of their time, I express my appreciation for a job well done.

Dr. William F. Rowe

Dr. William F. Rowe
Superintendent of Schools

INTRODUCTION

All education is career education - or it should be! The activities contained within this guide are representative of the preceding sentence. We are not adding another subject to the existing curriculum, rather incorporating a theme to the subjects already present. You as a classroom teacher might say that you have been doing a lot of what is contained in this guide already. What we would like to have you take a look at are the activities that you haven't been using. As you become more familiar with the concept of career education, you'll find numerous ways to incorporate career education into your daily lessons.

Unlike many other programs that have the compiling of a curriculum guide as one of their first objectives, the Bristol Career Education Program did not produce the guide first, but rather we collected the activities that have been developed over the past year by the classroom teachers in Bristol. The activities that are contained in this guide have been used at least once and in several instances, they have been used a number of times.

Our purpose in publishing this provisional curriculum guide is two-fold. First, we would like to place the activities that have been developed into the hands of as many other teachers as possible. Unless we share our ideas and thoughts, we do not benefit the greatest number of students. Secondly, we hope that the material contained within this publication can be improved upon, added to, and the source of inspiration for new and better career education classroom activities.

Whatever career education activity you may want to personally become involved with, the Career Education staff and material resources are available to help make the experience a meaningful one for your students. We fully recognize that it is <u>you</u> - the classroom teacher - who influences the greatest number of students.

We, the members of the Bristol Career Education Department, would like to thank all the administrators, teachers, and students who have helped make the publication of this curriculum guide a reality. We would like to thank our secretarial staff for the time and effort that they have themselves put into the production of this guide. Mrs. Carol Jackowitz receives credit for the art work on the cover of our guide. And I would personally like to thank the members of the Career Education staff for a job well done over and beyond the call of duty. Their dedication and commitment to the concept of career education has been the inspiration to all those involved in this undertaking.

We have purposefully constructed the career education curriculum guide so that additional pages may be added. We hope that during the course of the next year we may be able to periodically add supplements which will help the students of Bristol grow in an awareness of themselves and an awareness of the world of work.

Robert J. Edmondson

Robert J. Edmondson, Director
Career Education
January, 1975

RJE/dlr

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What is a Career Education Activity?

A Career Education Activity consists of the following six parts and can fit into any subject.

Goal - What it is you want to do in Career Education?

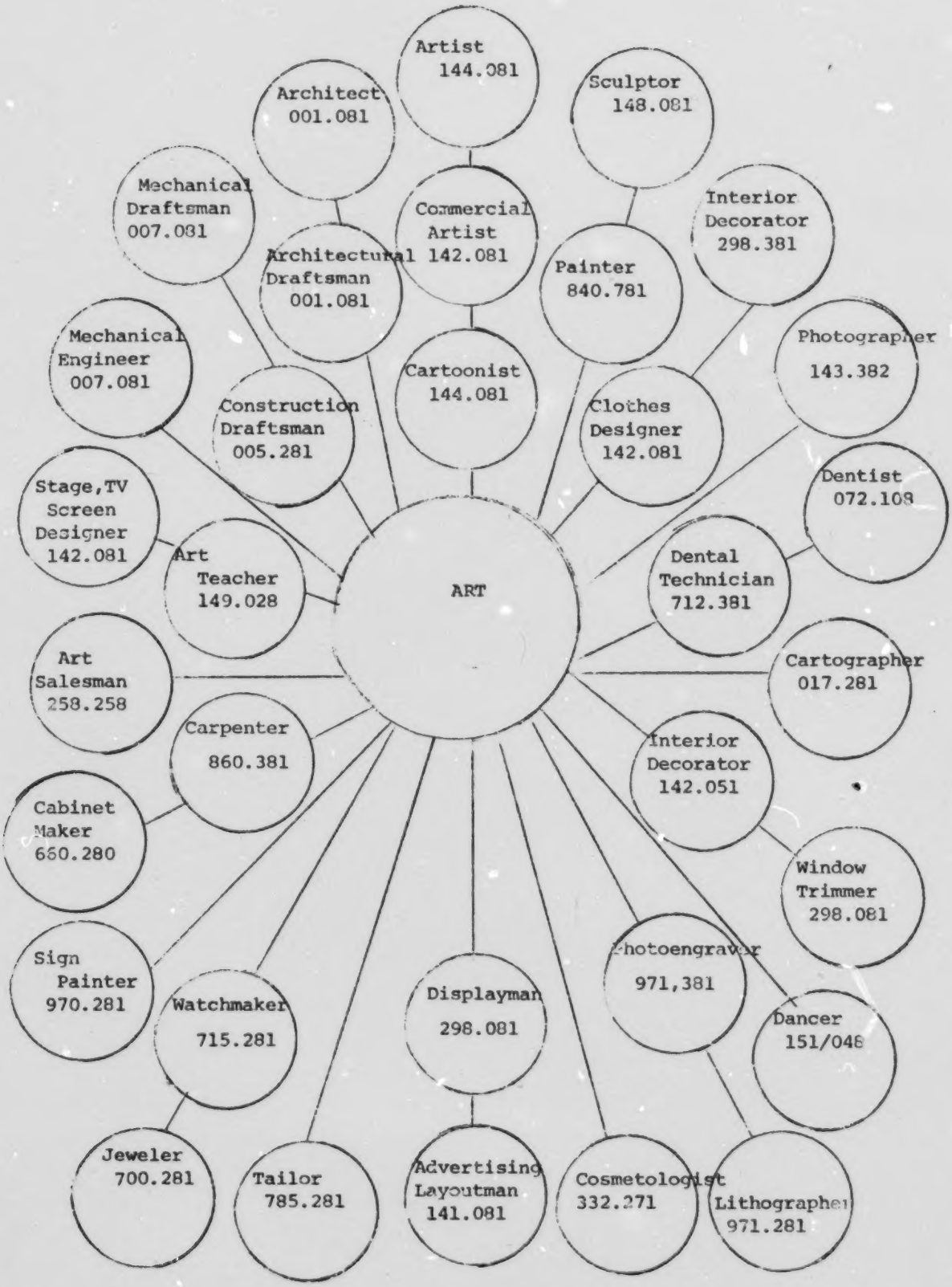
Career Education Objectives - The specific tasks involved in achieving the goal.

Materials - What you need to fulfill the objectives.

Procedure - How you intend to accomplish your objectives.

Results - How the students' behavior has changed as a result of your activity.

Evaluation - Any device that allows for an expression, by the students, which will show that their behavior has changed.


ART
Artist 144.081
Architect 001.081
Sculptor 148.081
Mechanical Draftsman 007.081
Commercial Artist 142.081
Interior Decorator 298.381
Architectural Draftsman 001.081
Painter 840.781
Photographer 143.382
Mechanical Engineer 007.081
Cartoonist 144.081
Construction Draftsman 005.281
Clothes Designer 142.081
Dentist 072.108
Stage, TV Screen Designer 142.081
Art Teacher 149.028
Dental Technician 712.381
Art Salesman 258.258
Cartographer 017.281
Carpenter 860.381
Interior Decorator 142.051
Cabinet Maker 660.280
Window Trimmer 298.081
Sign Painter 970.281
Photoengraver 971,381
Watchmaker 715.281
Displayman 298.081
Dancer 151/048
Jeweler 700.281
Tailor 785.281
Advertising Layoutman 141.081
Cosmetologist 332.271
Lithographer 971.281

Introduced by: Barbara Ford Doyle

Subject: American Art History

Goal: To gain an understanding of 17th century American art as it developed in areas surrounding Bristol.

Career Education Objectives:

To develop an awareness of 17th century architectural styles.

To discover the interrelationship between architecture and the choice of 17th century home furnishings.

To learn what household arts were important to persons living in the 17th century.

To examine the clothing styles of the 17th century.

Materials: Bus

Procedure:

1. Classroom presentation of the overall scope of art as it developed in 17th century America.
2. Field trip to the Farmington Museum to examine what was happening in the development of art in Connecticut during the 17th century.
3. Relate architecture, home furnishings, and dress of the 17th century to present trends in 20th century developments in American art.

Results:

1. Students will be able to identify styles of architecture that were prevalent in the 17th century.
2. Students will be able to compare dress styles of the 17th century with dress styles of the 20th century.
3. Students will be able to list three household articles that were in common use during the 17th century.

Evaluation: Students will hear a presentation by an architect and will make a comparison of architectural styles of the 17th century and the 20th century.

Introduced by: Miss Williams
Mrs. Bloomquist

Subject: Textile Design

Goal: To provide students with the opportunity to examine works of established craftsman in the area of textile design and expose them to the studio atmosphere of an artist.

Career Education Objectives:
Students will gain a better total concept of careers in the arts. (Total-works, equipment, tools, materials, resources (books of surroundings), and clients) through viewing professional works and studios of Graphic Artists and Ceramists.

Materials: Materials were in the form of "Exhibitions", "Showcase of Stitchery", and Society of Conn. Craftsman "Christmas Show".

Procedure: Visit to the Farmington Valley Arts Center in Avon Park, Avon, Connecticut, and tour the above under the direction of Mrs. Mary Nason, Coordinator for the Center.

Results: Students toured the exhibits and studios mentioned above.

Evaluation: Students viewed works of excellence and heard career talks by a Ceramist who is seeking success and a Graphic Artist who is successful.

Introduced by: Barbara Ford Doyle

Subject: American Art History, Drawing and Painting, and Painting and Graphics

Goal: To capture the flavor of American Art History from the 17th century through the Queen Anne period as it has been depicted in a museum.

Career Education Objectives:

To develop an appreciation for expressions of art works of the 17th century.
To survey the furniture styles of the 17th century.
To appreciate the contributions made by Trumbull to the development of American Art History in Connecticut.

Materials. Bus

Procedure:
1. Classroom study of styles of furniture that might be found in a 17th century home.
2. Background information on Trumbull, a Connecticut artist, was presented.
3. Students toured the museum.

Results:
1. Students will be able to write a thumbnail sketch of the contributions made by Trumbell to American Art History.
2. Students will be able to list three styles of furniture that might have been found in a 17th century home.

Introduced by: Hans Bauer

Subject: Photography

Goal: To allow interested students to develop a photo essay using careers as a theme.

Career Education Objectives:

To capture career education activities as they are happening now at BEHS.

To use techniques learned in class

A. to get candids of people, eg. Career Speaker presentation, classroom activities.

B. use photograms to capture a field trip.

Procedure:

1. Decide on the technique that the student will use to develop the theme.
2. Bring in a photographer who would share ideas with the students.
3. During the month of May, have interested students assigned to cover Career Education projects.
4. Evaluate the project in terms of technique.
5. Display finished projects.

Results:

1. Students will have a chance to develop photographic techniques learned in the classroom.
2. Students will develop a photo essay on career activities.
3. Students will gain an insight into a career of interest if they choose to cover a project of concern to them.
4. Students interested in photography as a career can develop free-lance skills.
5. Students will come away with a feeling for Career Education.

Evaluation: Student projects will be displayed in the school building.

BUSINESS

Introduced by: Kathleen Quinn

Subject: Accounting

Goal: To allow students the opportunity to talk about accounting with a Certified Public Accountant and to visit the place where he works.

Career Education Objectives:

1. To define accounting.
2. To develop an awareness of the personal qualities needed to succeed in accounting.
3. To learn how to become an accountant.
4. To know what the job demand for accountants is.
5. To discuss the ways accounting can be practiced.
6. To visit a Certified Public Accountant firm.

Procedure:

1. Mr. Bertrand Rouleau, CPA, will make a presentation to students interested in going into accounting.
2. Set up field trip to Mr. Rouleau's accounting firm.

Results:

1. Students will write a definition of accounting.
2. Students will know what kind of further education is needed to become a Certified Public Accountant.
3. Students will be able to list three ways that they might practice accounting.
4. Students will list the personal qualities that insure success in accounting.

Evaluation: Students will express in writing the advantages and disadvantages to working as a Certified Public Accountant as they see it.

Introduced by: Al Kozikowski
Martin Setter
Tom Doyle

Subject: Accounting

Goal: To give students an opportunity to participate in the first Accounting Careers Conference.

Career Education Objectives:

To allow students to ask men and women working in fields of accounting as Public Accountants and in accounting jobs in industry, commerce, and government, questions they have about a career in accounting.

To give students a chance to meet with college representatives in order to discuss their programs in accounting.

To explain the requirements for taking the CPA examination.

Materials: Bus

Results:
1. Students will be able to name schools in Connecticut where they might obtain a major in accounting.
2. Students will be able to explain the differences in accounting jobs held by persons in industry, commerce, government, and public accounting.
3. Students will be able to state the qualifications for taking the CPA examination.

Evaluation: Students will complete a questionnaire describing the worthwhileness of the experience for them.

Introduced by: Mr. Boccia

Subject: Bookkeeping I

Goal: To learn who an accountant is, what he does, and where he works.

Career Education Objectives:

1. To utilize the services provided by the Connecticut Society of Certified Public Accountants
   A. to show what an accountant does via the film, Men of Account.
   B. to bring an accountant in to discuss the reasons for his job choice and job satisfaction.
   C. to tour a local CPA firm to gain a feel for the work environment.
2. To show that bookkeeping skills are an asset to the person who is considering accounting as a career.

Materials: Film, bus

Procedure: Call the Connecticut Society of Certified Public Accountants to schedule the use of the film, speaker presentation, and tour.

Results:
1. Students will see the relationship between skills they are learning and some aspects of an accountant's job.
2. Students will evaluate the film, speaker presentation, and tour in terms of how they see themselves fitting into the scheme.
3. Students will learn that an accountant's job falls under the Office and Business Cluster.

Evaluation: Students will weigh the advantages and disadvantages to working as an accountant as they see them.
Students will develop a job brief for an accountant.

Introduced by: John Jemes
Linda Cimadon

Subject: General Business

Goal: To explore the role of the receptionist and secretary as their jobs relate to telephone etiquette in the office.

Career Education Objectives:

To discuss the use of a phone in an office setting

A. Screening calls

B. Receiving calls

To demonstrate through role playing the importance of courtesy in the office.

To show how a key set works.

To gain insight into the role of the company vs. the public they service.

To show different approaches to handling customer needs and complaints.

Procedures:

1. To discuss the need for and the use of phones.
2. Presentation by telephone company representative.
3. Students will role play different phone situations.
4. Discuss situations that students or their families may have been involved in while dealing with a business.
5. Show the movie "How to Lose Your Best Customer".
6. Work on a project that would be designed to show persons in Business and Office Cluster who depend on the phone.

Results:

1. Students will be able to list five persons in the Office and Business Cluster who might be answering phones.
2. Students will develop the technique of good telephone etiquette.
3. Students will learn to respond to the needs of a customer as it is expressed on the phone.

Evaluation:

1. Students will view the film "How to Lose Your Best Customer" the following day.
2. Students will draw on their personal experiences with business→ present a problem they had and explain how it was handled. They will evaluate the way the company handled the resolution.
3. Students will work up individual projects showing the telephone and persons in the Office and Business Cluster who might be using it.

Introduced by: Phil Teta

Subject: Office Practice

Goal: To explain job opportunities in the Federal Government to high school seniors.

Career Education Objectives:

To explain the different departments that hire federal employees, eg. State Department, Interior, Labor, Commerce, Health, Education, and Welfare, etc.

To describe the procedures for qualifying for a Civil Service job.

To explain the Civil Service Test.

To discuss promotion opportunities.

To discuss the benefits offered employees.

Procedure:

1. Speaker presentation
2. Class discussion

Results:

1. Students can name three departments that hire federal employees.
2. Students can list three benefits that they would derive if they were employed by the Federal Government.
3. Students can describe the procedures involved in applying for and taking the Civil Service Test.
4. Students will understand how promotions are obtained.

Evaluation: Students will decide whether or not to apply for a job with the Federal Government.

Introduced by: Sharon Mielcarz

Subject: General Business

Goal: To reinforce the purposes and importance of advertising to the retailer.

Career Education Objectives:
To give students a better understanding of how advertising is planned, what medium is used, to whom the advertising is directed.

Material: Speaker

Procedure: Classroom discussion and the study and discussion of current newspaper and magazine advertisements prior to speaker's presentation.

Results: Good reinforcement of principles already learned. New points also brought in.

Evaluation: I think his talk should have preceded our classroom work.

Introduced by: Sandy Reckert
Ruth Urban
Joyce Martin
Carol Dixon

Subject: Stenography and Typing

Goal: To expose the students to a wide variety of clerical careers.

Career Education Objectives:
To give the students a realistic view of clerical careers.
To discuss the importance of a resume.
To point out some of the difficulties in obtaining a job.

Materials: Film on Clerical Careers.

Procedure:
1. Show the film.
2. Class discussion of career possibilities particularly in the area of key punch.
3. Class members pointed out some advantages and disadvantages to holding such a career.

Results:
1. Students developed the realization that in order to get some jobs sometimes more training is necessary.
2. Students can identify four clerical careers.
3. Students can state two difficulties that they might face when they go to apply for a job.
4. Students understand the kinds of information that are necessary to develop a good resume.

Introduced by: Linda Cimadon

Subject: General Business

Goal: To demonstrate correct telephone usage.

Career Education Objectives:

To learn tips for succeeding in business by telephone.
To give students an opportunity to hear how they sound to others.
To use role playing as a means to illustrate the importance of courtesy in an office.
To show that there are different approaches to handling customer needs and complaints.

Materials:
1. Request speaker.
2. Order film.
3. Borrow tape recorder.

Procedure:
1. Initiate a discussion on communication.
2. Speaker demonstration.
3. Show film.
4. Student tape recordings.

Results:
1. Students will be able to identify three tips to remember in handling office calls.
2. Students will be able to identify five jobs held by persons in offices where these persons would be using a telephone.
3. Students will learn to respond to the needs of the customer as they are expressed on the phone.

Evaluation: Students applied the techniques taught by speaker when they made their own tape recordings.

Introduced by: Linda Cimadon

Subject: General Business

Goal: To interview a person on the job whose career is similar to the career they feel they would one day like to hold.

Career Education Objectives:

To learn the techniques of interviewing.
To seek answers to their concerns about the job, i.e. hours, wages, vocations, benefits age, etc.
To find out the person s job responsibilities.
To learn whether training beyond high school is necessary.
To develop an awareness of the advantages and disadvantages of the job.

Procedures:

1. The class developed career interview questions (See Appendix I).
2. Mock interviews were video-taped.
3. Resource contacts were developed by the specialist.
4. Students called and made their appointments.
5. Students interviewed the person on the job.
6. Students gave an oral summary of their interview.

Results:

1. The student's on-the-site interview gave them a feeling for working conditions.
2. Students developed skill in interviewing.
3. Students can describe a typical day in the work life of the person whose career they chose.
4. Students know if they should plan to continue their education beyond high school.
5. Students developed an awareness of the things they might enjoy and other things that they might dislike about the career.

Evaluation: Students gave an oral presentation to the class describing their experiences at the interview.

Introduced by: Sandra Reckert
Carol Dixon

Subject: Steno I and Typing

Goal: To demonstrate job opportunities in the telephone company.

Career Education Objectives:
To present the jobs that fall into these categories: Plant, Commercial, Marketing, and Personnel at the Telephone Company.
To describe each job with its salary and hours.
To learn application procedures.
To discuss procedures for applying for summer jobs with the Telephone Company.
To know the benefits that SNETCO offers to its employees.
To learn about the opportunities to further one's education with SNETCO.

Materials: Slides and flyers.

Procedure:
1. Slides were presented showing jobs at the Telephone Company.
2. Students asked questions about specific jobs.
3. Flyers describing job opportunities were given to students.

Results:
1. Students will be able to name five entry level jobs.
2. Students will be able to list the steps involved in the application process.

Evaluation: Students will read the flyer and write a job brief for a job that interests them.

Introduced by: Sandy Reckert

Subject: Stenography I

Goal: To give the student the necessary information to intelligently choose a life's work.

Career Education Objectives:

To help the student understand his or her own lifestyle and project the individual lifestyle with which he feels he would be happiest.

To explain to the student how each career relates to his or her projected lifestyle.

To explain the day to day duties of a person engaged in a career as a secretary.

Procedures:

1. Show the filmstrip.
2. Use the way of life formula.
3. Use the suggested discussion questions to elicit feelings about the filmstrip presentation.
4. Have students who are interested in careers as secretaries write for more information.

Results:

1. Students will be able to list five day to day duties of a secretary.
2. Students will assign life values to the career of a secretary.
3. Students will weigh the advantages and disadvantages of being a secretary.
4. Students will know how to prepare for a career as a secretary.
5. See Appendix 2 for related affective experiences.

Evaluation:

1. Each student will complete a "Way of Life Formula" to see how the life values in a career as a secretary match his or her interests.
2. Students who are seriously interested in a career as a secretary will write for more information.

Introduced by: Sharon Mielcarz

Subject: Stenography I & II

Goal: To acquaint students with careers available in fashion, secretarial, and court recording stenography. To acquaint students with a program at a business college.

Career Education Objectives:
Students will know careers available in aforementioned areas.
Students will know alternatives available at a business college.

Materials: Speaker from a business college.

Procedure:
1. Lecture on careers.
2. Lecture on programs available at a business college.
3. Fashion presentation.

Results:
1. Excellent.
2. Students learned the alternatives to a two or four year program offered by a business college.
3. They learned to coordinate their wardrobe on a small budget.

Evaluation: I would invite speaker back.

Introduced by: Sharon Mielcarz

Subject: Shorthand I & II

Goal: Acquaint students with clerical and fashion careers and the program at a business school.

Career Education Objectives:
Students will be aware of careers available in fashion merchandising, retailing and secretarial.

Materials: Speaker

Procedure:
1. Lecture
2. Question and answer period

Results:
1. Students were invited to business school.
2. Students became aware of program available to them at the school and types of positions open in the particular fields.

Evaluation:
1. Good speaker.
2. Good presentation.

Introduced by: Sandy Reckert

Subject: Stenography

Goal: To expose students to career opportunities in the health cluster.

Career Education Objectives:

To tour the health center in order to see how the center functions.
To learn the kinds of jobs that are and will be available at the center.
To learn what health related educational programs will be affiliated with the center.
To provide an opportunity for students to talk with a person who is working at a career that also interests them.
To develop skill in using the interview technique.
To show the relationship between training programs offered at a secretarial school and jobs held at the Health Center and the chapter that was studied on the Medical Field.

Procedure:

1. Students studied in class a unit on the Medical Field.
2. A representative from a secretarial school discussed Health Careers as they relate to educational programs offered at that school.
3. Students selected areas of interest in the health profession eg. veterinarian, researcher, research assistant, allied health fields, dental hygiene.
4. Students developed interview questions (See Appendix 3).
5. Students will tour the facility and talk with workers on the job.
6. Students will evaluate the trip.

Results:

1. Students will be able to list reasons that show how the Health Center is important to the Farmington region.
2. Students will be able to describe five jobs that are available at the Health Center.
3. Students will be able to name two health related careers where some of the educational program will be available at the Health Center.

Evaluation:

1. Students will record information gained from the small group discussion on the interview sheet.
2. Students will evaluate one career as to how they feel about it.

Introduced by: Sharon Mielcarz

Subject: Shorthand I & II

Goal: To broaden scope of students into the careers available in the telephone company.

Career Education Objectives:
Students will learn what careers are available in the phone company.
Students will know preparation needed to enter into said careers.

Materials:
1. Speaker
2. Slide presentation
3. Lecture
4. Question and answer period

Procedure:
1. Slide presentation
2. Question and answer period
3. Discussion

Results:
1. Excellent speaker.
2. Students became very much involved and interested.
3. Invited us on a tour.
4. Will return if asked.

Evaluation:
1. I would definitely invite speaker back.
2. Good presentation.

Introduced by: Ruth Urban

Subject: Stenography II

Goal: To provide an overview of the personal concerns of the model.

Career Education Objectives:

To picture the latest in fall fashion.
To demonstrate the proper way to put make-up on.
To show correct postures in sitting, walking, and standing.
To suggest helpful hints for good skin care.
To suggest ways to coordinate a wardrobe.
To discuss career opportunities in modeling.

Procedure: Request speaker

Results:

1. Students can explain one way that they can coordinate something in their own wardrobe.
2. Students can demonstrate the correct postures for walking, sitting, and standing.
3. Students can name three things they can do to maintain good skin.
4. Students can name three different types of modeling careers.

Evaluation: Students discussed how the model's presentation might be tied into the personal appearance that they make on the job.

Introduced by: Ruth Urban
Phil Teta
Joyce Martin

Subject: Stenography II, Office Practice, Typing I

Goal: To expose students to the career opportunities that might result from continuing education after high school.

Career Education Objectives:

To acquaint students with current trends and job opportunities in the secretarial world.
To discuss three specializations - legal, medical, and executive secretary.
To demonstrate the use of a shorthand reporting system.
To present new secretarial options as administrative and correspondence secretaries.
To present the entrance requirements for the One-Year Certificate, Associate, or Bachelor Degree Programs.

Procedure: Request Career Speaker

Results:
1. Students will be able to identify two secretarial programs offered at a secretarial school.
2. Students will be able to name the type degree that would be awarded them if they followed either of the secretarial programs, that they mentioned in #1.
3. Students will be able to list two of the newest trends in the secretarial field.
4. Students will identify two secretarial careers that interest them.

Introduced by: Thomas Pons

Subject: Typing I

Goal: To reinforce typing techniques learned in previous weeks (typing position, keystroke technique).

Materials: Film, Typing Skills: Position and Keystroke

Procedure:
1. Taught typing position and keystroke technique using book.
2. Used film to reinforce skills and correct improper technique.

Results: Make students aware of their errors in position and keystroke technique and in turn helped improve their technique.

Evaluation: Excellent film - would be more useful if shown earlier in year (September).

Introduced by: Joyce Martin
Carol Dixon
Sandy Reckert
Linda Cimadon

Subject: Typing

Goal: To demonstrate job opportunities and job specialities available to good typists.

Career Education Objectives:

To bring into the classroom persons who spend a large percentage of their day typing.

To expose the students to the differences in typing jobs done by persons in different firms: Civil Service Worker, Banking, Insurance, Utilities, Library, Western Union, Newspaper, Factory.

To relate unit assignments in the typing class to work done by the career speaker.

To learn where job opportunities for typists lie.

Procedures:

1. To write for job descriptions from the various companies that will be sending representatives.
2. To relate different typing jobs to business and industry in the area eg. Civil Service-Clerk typist; Insurance-invoices and statistics; Bristol Brass-orders; Bristol Press-ads; CL&P-complaint department; Library-card cataloging; Western Union-telegrams.
3. To have individual typists make their presentations.
4. To involve students in using forms and procedures of the person on the job, eg. type an invoice.

Results:

1. Students will become familiar with a job brief.
2. Students will be involved in developing good questions for interviewing.
3. Students will know at least four potential employers of typists in Bristol.
4. Students will know the personal characteristics that make a good typist.
5. Students will handle job assignments and use forms that a typist from each firm handles in a day.

Evaluation:

1. Evaluate each simulated work experience as to specific skills required, would I like the job, advantages and disadvantages.
2. Students will use materials provided by the companies for follow-up assignments.

Introduced by: Sandra Reckert

Subject: Typing II

Goal: To help students see the steps involved in the search for a job.

Career Education Objectives:
To explore ads in a newspaper.
To think about reasons for responding to the job ad.
To learn how to compose a letter of application.
To compose a resume or a personal data sheet.

Procedure:
1. Find an ideal job description for yourself from an ad that has been placed in a newspaper.
2. Write a paragraph describing the reasons for your choice.
3. Compose a letter of application.
4. Develop either a resume or a personal data sheet.
5. See assignment sheet below.
6. See Appendix 4 for related material.

Results:
1. Students will write a paragraph describing their reasons for responding to the newspaper ad.
2. Students will type their letter of application and a resume.

Evaluation: Students will be evaluated on the thoroughness and neatness with which the assignment is completed.

ASSIGNMENT SHEET

1. Find an ideal job description for yourself from the newspaper.

   a. Write a short paragraph on why you chose this particular job.

2. Compose a letter of application for this job, refer to handout.

3. Compose a Resume or Personal Data Sheet of the same job. Refer to handout.

NOTE: Please read each section of this handout; all sections are important and will be very useful to you.

Introduced by: Sandy Reckert

Subject: Typing II

Goal: To relate skills taught in typing to actual use of those skills on the job.

Career Education Objectives:

To provide students with an opportunity to learn how a secretary applies learned skills in her work day, i.e. telephone message, inter-office memorandums, quality of paper used, reference manuals, arrangement of office desk, sample letterhead.

To learn what it is like to be a secretary for a specific firm.

The secretary will discuss:

a. Tasks handled in a typical day.
b. Why she selected this particular firm to work with.
c. The fringe benefits offered by the concern.
d. Dress code.
e. Salary.

Materials: Request Career Speaker

Procedure:
1. Teach the units on business letters, memorandums, and telephone usage.
2. Request speaker as part of this unit.

Results:
1. Students will be able to list five responsibilities of a secretary.
2. Students will be able to answer a phone in imitation of the manner used by secretaries at a company.
3. Students will complete inter-office memorandums.

CONSUMER EDUCATION

Introduced by: Ted Sergi

Subject: Consumer Education

Goal: Understanding of the purchase of new and used cars, car repairs, and careers in car dealership.

Career Education Objectives:
Each student will be exposed to some of the practical factors involved in car buying.

Materials:
1. Car dealership.
2. Check list on the purchase of automobile.
3. Preparation of class-reviewing check list and car options.

Procedure: Tour car dealership plant and its automobiles.

Results:
1. Very much enjoyed by students.
2. Objectives partially met.

Evaluation: Need a resource person at car dealership.

Introduced by: Ted Sergi

Subject: Consumer Education

Goal: Car familiarity and tire changing.

Career Education Objectives:
To familiarize each student with the internal combustion engine.
To point out the average consumer maintenance.
To familiarize each student with tire changing.

Materials: 1. Car
2. Resource Person

Procedure: The class gathered around a car parked in the school parking lot and views a student changing a tire and describing the operation of the car and minor repairs possible.

Results: Students enjoy going outside and some achieved the objectives.

Evaluation: Class size for this activity should be limited and have 2 cars.

Introduced by: Ted Sergi

Subject: Consumer Education

Goal: Students should become skillful in the preparation of application forms and letters.

Career Education Objectives:

Students are to complete one application form with no omissions or misspelled words.

Each student is to prepare a letter of application and a personal data sheet with all pertinent information.

Materials:
1. Application forms (teacher made).
2. Outlines of letter of application and personal resume.

Procedures:
1. Distribute materials to students (application forms, outlines).
2. Have students fill out application form.
3. Have students write letter of inquiry and letter of resume.

Results:
1. Students have filled out forms and they are collected by the teacher.
2. Students see actual job application type question.

Evaluation: Teacher can evaluate the collected forms.

Introduced by: Ted Sergi

Subject: Consumer Education

Goal: Students should learn appropriate behavior for job interviews.

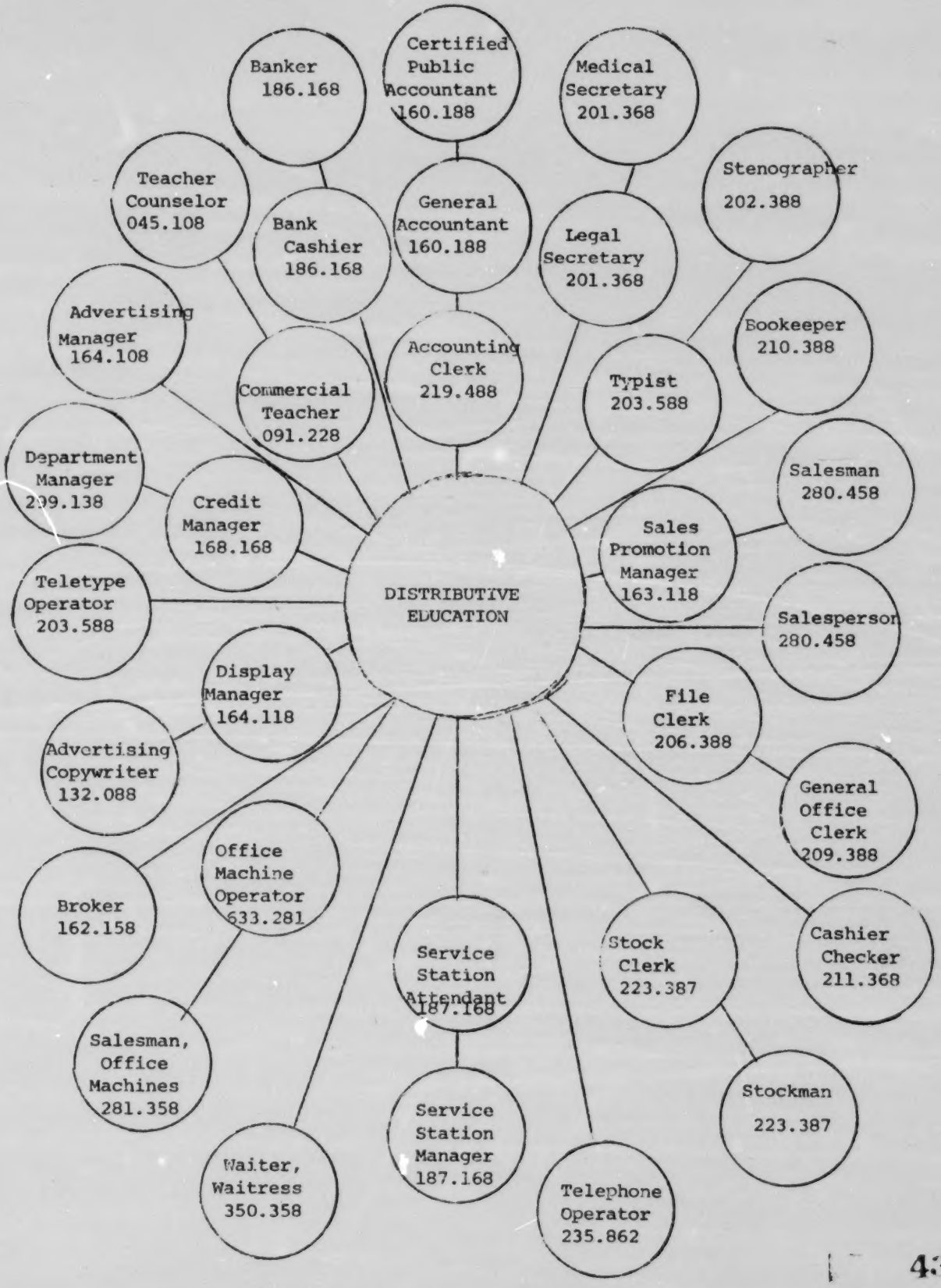
Career Education Objectives:
Students are to evaluate three applicants in a role-playing situation.
Students will become aware of what potential employers don't want by comparing the applicants with a prepared text.

Material: Prepared list of 50 reasons why candidates aren't hired.
VTR equipment (optional)
Classroom

Procedure: This is listed as optional:
Potential employees report to TV Studio to be interviewed.
Interview is both taped and broadcast live back to classroom.
About 15 minutes per candidate is good time.

Results: Students see the type of questions asked on job interviews.

Evaluation: Each potential employee was evaluated by the class, and teachers involved.


DISTRIBUTIVE EDUCATION
Banker 186.168
Certified Public Accountant 160.188
Medical Secretary 201.368
Teacher Counselor 045.108
Bank Cashier 186.168
General Accountant 160.188
Legal Secretary 201.368
Stenographer 202.388
Advertising Manager 164.108
Commercial Teacher 091.228
Accounting Clerk 219.488
Typist 203.588
Bookeeper 210.388
Department Manager 209.138
Credit Manager 168.168
Salesman 280.458
Sales Promotion Manager 163.118
Teletype Operator 203.588
Salesperson 280.458
Display Manager 164.118
File Clerk 206.388
Advertising Copywriter 132.088
General Office Clerk 209.388
Office Machine Operator 633.281
Broker 162.158
Service Station Attendant 187.168
Stock Clerk 223.387
Cashier Checker 211.368
Salesman, Office Machines 281.358
Service Station Manager 187.168
Stockman 223.387
Waiter, Waitress 350.358
Telephone Operator 235.862

Introduced by: Sharon Mielcarz

Subject: Distributive Education I

Goal: To broaden scope of students into careers in banking.

Career Education Objectives:

Students will know various positions available in banking and how to prepare for them.

They will know what qualifications are needed for a banking position.

They will know the course of advancement.

Materials: Speaker

Procedure:
1. Lecture
2. Question and answer period

Results:
1. Students obtained knowledge of the careers available in banking.
2. They also were interested in banking policies.

Evaluation:
1. Excellent speaker.
2. Good presentation.

Introduced by: Sharon Mielcarz

Subject: Distributive Education I

Goal: To broaden scope of students into the career of hairdressing.

Career Education Objectives:
Students will learn how to enter the hairdressing career.
Students will learn the various positions open to them in the hairdressing career.

Materials: Speaker
Filmstrip

Procedure: Lecture and question and answer period.

Results: 1. Students became aware of the careers in hairdressing.
2. Speaker had agreed to return to do a demonstration of applying make-up to the secretarial classes.

Evaluation: Male students did not appear interested.
Female students slightly interested.

Introduced by: Dan Viens

Subject: Distributive Education I

Goal: To give students an opportunity to explore different types of management positons.

Career Education Objectives:

To learn how persons get into management positions.
To develop an awareness of some of the advantages and disadvantages of management positions.
To discuss problems that arise in different types of management conditions.
To learn what educational background is necessary to get into business.
To learn what other jobs are held by persons in the business.
To discuss the characteristics looked for in hiring.

Procedure:

1. Student career interests were surveyed.
2. The decision was made to plug career concepts into units on Management, Personnel Services, and Fashion Merchandising.
3. Speakers are requested.
4. See Appendix 5.

Results:

1. Students will be able to list three types of training programs available to persons seeking management positions.
2. Students will be able to give one advantage and one disadvantage to having a job as a manager.
3. Students will be able to describe two problems that face persons in management positions.
4. Students will be able to list three things that they will consider important when they interview for a position.

Evaluation: Students will select one of the Management positions that was described by one of the speakers and tell why or why not he would seek that position.

Introduced by: Daniel Viens

Subject: Distributive Education

Goal: To be able to report on a career in the field of Marketing and Distribution that interests you most, i.e. salesman.

Career Education Objectives:

The report should include the following information:

Description of career	Salaries
Education needed in high school	Personal qualities needed
Higher education needed	Physical qualities needed
Advancement possibilities	and other information you feel will help explain the career more fully

Materials: Library and Career Education Resource Center

Procedure: Distribute objectives to class.
Allow three days to work on.

Results: Collect reports.

Evaluation: Can grade reports.

Introduced by: Dan Viens

Subject: Distributive Education

Goal: To give students a realistic view of career opportunities in the Retailing Field.

Career Education Objectives:

To understand job responsibilities of different retail occupations.
To develop an awareness of the educational background and personal qualities needed to be successful on the job.
To show how each job in the retail field is related to another.

Materials: Bus

Procedure:
1. Students used material from the Distributive Education textbook to discuss job opportunities in retailing.
2. Students took a field trip to a large store. They met persons who do the following kinds of work: advertising, display, modeling, buying, pricing, receiving, delivery, personnel, sales, office jobs, maintenance, carpentry, and truck driving.

Results:
1. Students gained some perspective on the interdependency of workers in the retail field.
2. Students selected one job done by a person at the store and explored it further.

Evaluation:
1. Class discussed the field trip.
2. Students reported on one career in the Marketing and Distribution cluster.

Introduced by: Dan Viens

Subject: Distributive Education

Goal: To provide career oriented activities to assist youth in leadership development as they prepare for careers in marketing, merchandising, and management.

Career Education Objectives:

To provide opportunity for interaction among future marketing leaders.

To allow students to compete with other Distributive Education students in the following activities: advertising, sales, display, shadow box, job interview, poster design, and public speaking.

Materials: Bus

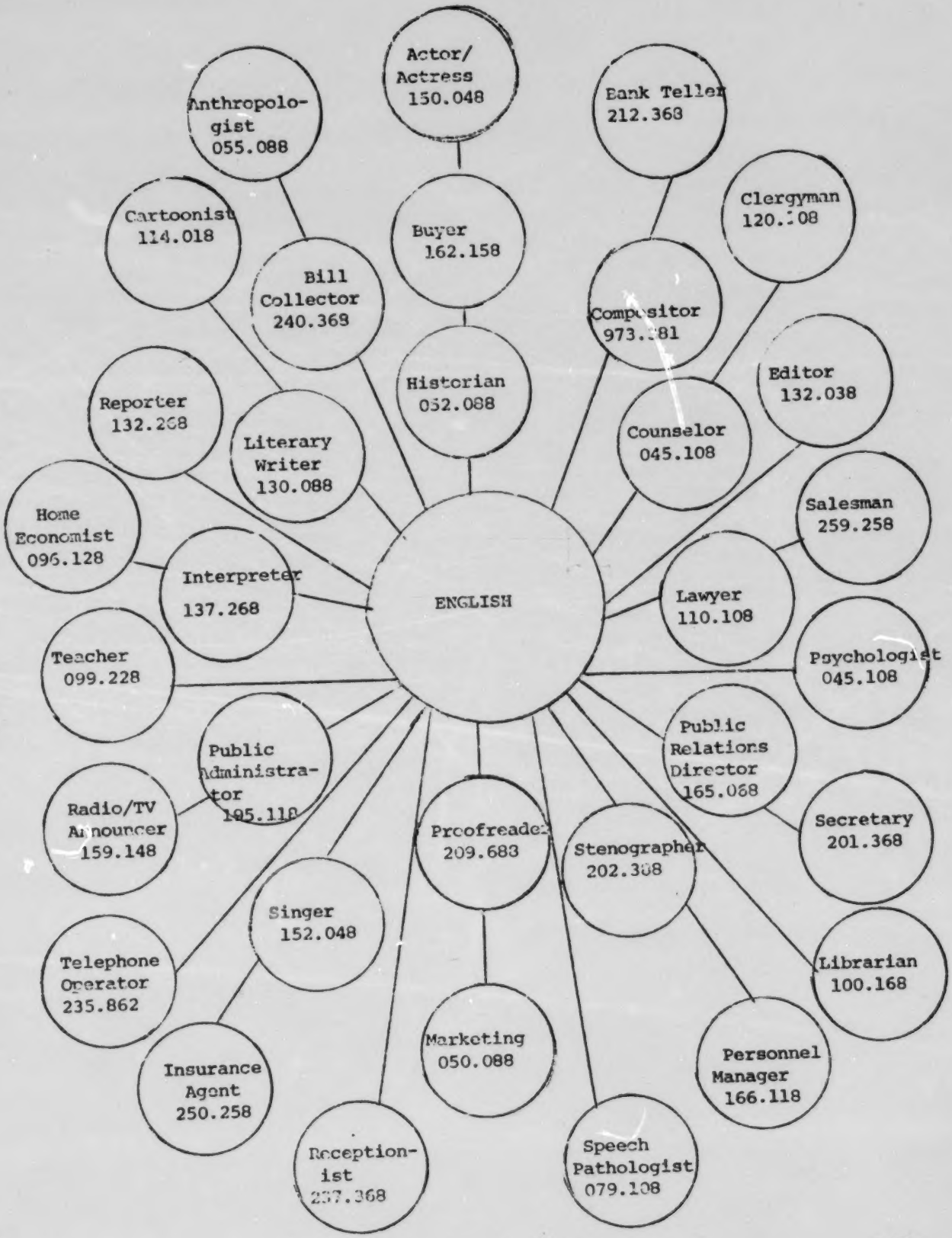
Procedure:

1. In class students developed techniques for such things as ad layouts, selling, consumer psychology, display, interview, and resume writing.
2. Students focused on one of the topics studied in class and did individualized work in the area. It was this area of specialization that they competed in at the conference.
3. Students participated in the area conference.
4. Students competed in different events.

Results:

1. Distributive Education students from two Bristol High Schools placed second place in sales, third place in public speaking, and fourth in poster design.
2. Leadership portion of the conference stimulated a desire in students to campaign for offices in the DECA club.

Evaluation: Students reported on the results of the event that they participated in.


ENGLISH
Actor/ Actress 150.048
Anthropologist 055.088
Bank Teller 212.368
Cartoonist 114.018
Buyer 162.158
Clergyman 120.108
Bill Collector 240.368
Compositor 973.781
Historian 052.088
Editor 132.038
Reporter 132.268
Counselor 045.108
Literary Writer 130.088
Salesman 259.258
Home Economist 096.128
Interpreter 137.268
Lawyer 110.108
Teacher 099.228
Psychologist 045.108
Public Relations Director 165.068
Public Administrator 195.118
Radio/TV Announcer 159.148
Proofreader 209.683
Stenographer 202.368
Secretary 201.368
Singer 152.048
Librarian 100.168
Telephone Operator 235.862
Marketing 050.088
Personnel Manager 166.118
Insurance Agent 250.258
Receptionist 237.368
Speech Pathologist 079.108

Introduced by: Al Jones

Subject: English I C

Goal: To learn about a career that is important to the student using a book as the vehicle to gather career information.

Career Education Objectives:

To gather factual information about a career from reading to develop an awareness of themselves in relation to the career by comparing their ideas and feelings about the career before as opposed to after having read the book.

To learn what factors are important to them now in terms of a career choice.

Procedure:

1. A student survey of career interests was conducted.
2. The students first career choice was matched with available resource materials in the library.
3. The film was shown; a discussion followed.
4. The career clusters were explained. The students were asked to fit their career choice into a cluster.
5. A PE Career Booklet was given to each student.
6. Students went to the library to select books.
7. Guideline questions for reporting back were developed.
8. Students will report back to entire class.

Results:

1. Students will list in order of priority three things that would be most important to them on the job.
2. Students will compare their ideas about the career before they read book as opposed to after they have done some reading.
3. Students will be able to list three things they would enjoy about the job and three things they would dislike about the job.

Evaluation:

1. Students will share their feelings about their career choices at book forum.
2. Students will be able to write the answers to the following statements; using the information given in the movie to answer the statements.
   a. Give two reasons why it is important to select a job that is enjoyable to you.
   b. List three interests that you have and relate them to possible career choices.
   c. List four things you should consider before making a career choice.

Introduced by: Lucille Porri

Subject: English I

Goal: To read and study the newspaper.

Career Education Objectives:
The student will learn the necessary skills of critical newspaper reading.
The student will learn what information is found in the newspaper and where it is found.
The student will learn the basics of journalism.

Materials:
1. Copies of newspaper, one per student for 2 weeks.
2. School newspaper.
3. Filmstrip: How to Write a School Newspaper
4. Textbook, Language of Man 9

Procedure:
Week One: Study of the front page, terms used in journalism (masthead, byline, etc.). Reading of front page articles and study of world news and local news (section 1).
Week Two: Study of editorial page, sports page, classified ads, and other miscellaneous sections.
Week Three: Writing of own newspaper dittoed for all students in class. Front page - freshman news, second page - school news, third page - Dear Abbey column, amusements, socials and clubs.

Evaluation: Week One - Fairly successful. Difficult material for a slow student to learn and digest in one week. Week Two - Very successful. Week Three - Writing of newspaper very successful, much enthusiasm, and successful group work for slower students.

Results and Su[illegible] Students successful with reading of the newspaper. One month lesson plan. Field trip to local newspaper.

Introduced by: Lucille Porri

Subject: English I

Goal: To develop a Literary Booklet.

Career Education Objectives:
To appreciate student's own and other literary works.
To develop skills in creative writing.
To introduce students to the creation of their own group literary work.

Materials:
1. Student's own artistic work - chosen by themselves.
2. Dittoes and ditto paper.

Procedure:
1. Week One - After giving a month's notice to the students to develop a creative work for the booklet, this week is devoted to final drafting and proof reading their contribution to the booklet.
2. Week Two - Cover design, table of contents, and typing of creative works are done.
3. Week Three - Running off dittoes, assembly of booklet, and reading of booklet, one for each member of the class.

Evaluation: Successful project for average or above average groups. Expensive, approximately 20 dittoes and a ream of paper is necessary. Perhaps having booklet printed professionally as students watch is a possibility. Cost - approximately $100.

Results: Publication of a classroom literary booklet.

Introduced by: Dolly Ritchie
Carol Dixon

Subject: English II and Typing I Pontoon

Goal: To gain a new perspective on a career by working through a career unit. See Appendix 6.

Career Education Objectives:

To read a book dealing in part with a career.
To evaluate yourself and your potential in relation to career choice under investigation.
To determine potential aptitudes.
To interview a person on the job.
To choose a career and research aspects of the job important to the student.

Procedure:

1. Select a book dealing with a career to read and evaluate.
2. In the evaluate yourself section complete the following: Know Yourself Sections, Your Hobbies, Your Personality, Self Analysis, Interest, and Aptitude Summary sections.
3. Choose a career and complete the sections entitled Information on a Career that Interests Me and Career Investigation.
4. Make an appointment to interview someone on the job.
5. Choose a topic that will be the culminating experience for the unit.

Results:

1. Students will have a realistic view of their interests, aptitudes, abilities, and personality characteristics.
2. Students will decide whether the career they investigated might offer them job satisfaction.
3. Students will learn about a career from a personal interview and by reading about a person who enjoys his career.
4. Students will develop skill in interviewing.

Evaluation:

1. Students will report to the class on what they learned about the career.
2. The final report will be typed and submitted for a total grade.

Introduced by: Sr. Rose Marie Dubay

Subject: English II

Goal: To give the students the opportunity to obtain the necessary background for the study of American Literature from 1790-1840.

Career Education Objectives:
To focus on the careers of the citizens of the time.

Materials: Field trip to Sturbridge Village in Massachusetts.

Procedure:
1. To write a diary for a week and compare it with actual diaries written in the late 18th and beginning 19th century.
2. To research the ancestry of the individual's family or to research the life of a prominent citizen of Bristol or of New England who lived between the years 1790-1840.
3. To research a definite topic at the village itself so as to write a report on a particular "career" or "job" of the citizens during the time period of 1790-1840.
4. To show 30 slides on Old Sturbridge Village as an orientation for the tour of the village.

Results: To carry on an interesting and thought-provoking class discussion on American Life in 1790-1840 on returning from the class trip.

Evaluation: Students have found it difficult in past years to relate to the literature from the years 1620-1890. Giving them the opportunity for a directed study of Old Sturbridge Village will, hopefully, help them to establish some relationship with the life of that period and the literature of that time.

Introduced by: Carolyn Sparks

Subject: English II

Goal: To encourage students to begin thinking about the world of work and what values go with it. At the same time, to be able to discuss and evaluate in writing the concepts presented. To be able to achieve note taking ability - picking out and recording major concepts presented.

Career Education Objectives:

Have students respond openly and hopefully, enthusiastically to filmstrip.

Students will learn note taking technique to clarify major concepts presented.

Students will evaluate their own "work ethics" and express it in written paragraph form.

Materials: Filmstrip and Record - "The Changing Work Ethic."

Procedure:

Day 1 - Part I of filmstrip--first and second situations. Discussion.

Day 2 - Part I of filmstrip--third and fourth situations. Discussion.

Day 3 - Replayed record only--students took notes on all 4 situations, choosing the position of one of the characters involved, defending that position in paragraph form.

Day 4 - Part II of filmstrip, "Job Satisfaction." Discussion of what this involves. Students listed jobs they thought might provide them with job fulfillment.

Evaluation: About 95% of students became involved in discussions, took accurate notes, and were able to relate material to their own lives through comparisons with family and freends.
I think this was an extremely worthwhile and successful venture.

Introduced by: Nancy Colella

Subject: English II

Goal: To allow students to examine different careers and the life styles that go with them. To introduce students to the experience of developing their own business, writing up prospectus, role playing by presenting prospectus to bank loan officials for approval, loan officers being able to make judgment and give written statement and recommendations. Exercise in decision-making. Encourage students to examine both the good and bad points of different careers and life styles viewed.

Materials: Filmstrip and record, "Careers/Life Styles"

Procedure:
Day 1 - Showed first career/life style, "Part time Farmer". Discussion, note taking listing good and bad points.
Day 2 - "Surgeon" and "Production Worker". Discussion comparing values of these and previously viewed life styles. Again, note taking listing good and bad points.
Day 3 - Last of examples, "Entrepreneur". Discussion, etc.
Day 4 - Brainstorming - to list on board as many possible business enterprises. Grouping according to similar tasks. Begin to draw up prospectus.
Day 5 - Complete prospectus according to guidelines.
Day 6 - Set up (student) loan committees. Representative from each group submits prospectus to loan committee. They approve or disapprove with recommendations.

Evaluation: 100% of student involvement, in writing prospectus. 90% student involvement in discussion and note taking. Again, students able to relate material to own life experiences. This experience was both worthwhile and successful.

Introduced by: Barbara Wojtusik

Subject: English II

Goal: To help underachievers take a useful place in society.

Career Education Objectives:

To make students aware that communication through the English language is essential to attaining success in a chosen career.

To make students aware of the enormous number of career choices available to them.

Materials:

1. Filmstrip: "The Fascinating World of Work"
2. Books: Short World Biographies
   Vocational English
3. Career Speakers
4. Field Trip
5. Guidance Participation

Procedure:

1. Students took the Kuder Interest Inventory.
2. Students met with their counselors to explore interest areas on the Kuder.
3. Students took a field trip to Pratt and Whitney Aircraft in Southington, CT.
4. Career speakers made classroom presentations.
5. Students completed units in the Vocational English book.
6. Students will learn about the lives and careers of well known personalities by reading selections from Short World Biographies.

Results:

1. The Career Exploration done with the counselors made the students more aware of their interests, aptitudes, and abilities.
2. The field trip to Pratt and Whitney Aircraft exposed the students to job opportunities in industry.
3. Students completed an application form for Pratt and Whitney.
4. Students were exposed to other career areas where career speakers were brought to the classroom.

Evaluation: Students will be required to answer questions on career choice as part of their final exam.

Introduced by: Barbara Wojtusik

Subject: English II D

Goal: To provide an opportunity for students to explore careers that are in keeping with their expressed interests on the Kuder Interest Survey. Four sessions will be conducted.

First Session:

Career Education Objectives:

To relate Kuder interest areas to careers.
To familiarize students with resources available for career exploration.
To begin career exploration by using the Reader Printer.

Procedure:

1. Meet with individual groups of students in the guidance office, library, or classroom.
2. Discuss the overall concept for the four week program.
3. Demonstrate resource material available in the guidance office that they will be required to use
   a. Reader Printer
   b. Occupational Outlook Handbook, Encyclopedia of Careers
   c. Career files
4. Determine interest area from the Kuder that will be explored and select three jobs for exploration.
5. Some students will begin to use the Reader Printer while others complete the Kuder.

Second Session:

Career Education Objectives:

To continue career exploration using either the Reader Printer or the Occupational Outlook Handbook.

Procedure:

1. Use information from the Reader Printer, Occupational Outlook Handbook, and the Career file.
2. Adapt this information to the format suggested on the Exploring Occupations Sheet for each of the jobs selected.

Third Session:

Career Education Objectives:

To use career speakers as resources.

Procedure:

1. To use interview technique in meeting with Career Speaker (Use Career Development Guide).
2. Complete evaluation form for Career Speaker.

Fourth Session:

Career Education Objectives:

To provide an internship or interview experience.

Procedure:

1. Allow students to spend time with a person on the job.
2. Use the Career Development Interview Guide.

(Continued on next page)

(Continued)

Materials: Occupational Outlook Handbook
Career file
Reader Printer
View Deck
Handout sheets from the Houghton Mifflin Series
Career Speakers
Field Trips

Results:
1. Students will explore three jobs related to their highest interest area on the Kuder Interest Survey.
2. Students will utilize three resources available in the guidance office for seeking career information.
3. Students will develop interview techniques.
4. Students will have a better opportunity to get to know the counselor and the counselor to know the students. An awareness of one another's needs will be developed.
5. Where possible students will be offered an internship experience.
6. Students will have a chance to examine work values.

Evaluation:
1. Students will meet with their teacher to evaluate themselves in relation to the jobs explored and the program.
2. Counselors and Barbara will meet prior to each session to provide input regarding the previous session and to prepare for the upcoming session.
3. Students will complete a questionnaire designed to elicit responses to the total program.
4. Teacher and students will discuss the program - sharing their feelings and their findings about the project.

Final Exam - English II

Using the information you gathered either from the guidance office, a career speaker, or the field trip to Pratt and Whitney, answer the following questions about a job. (20 points)

1. What is the job?
2. Where are jobs like this available?
3. What type of ability or preparation do you need for this job?
4. What are the working conditions?
5. Would you like this job? Why or why not?
6. Would this job make you feel important? Why or why not?
7. Would you make a lot of money? Is this important to you?
8. Would you find this job in every town?
9. Why is this job necessary?
10. (on the back of this paper) Comment on the Career Education program. Of the books, speakers, filmstrips, field trip, and working with the guidance office which things were most useful? How could the program be improved next year?

Exploring an Occupation

1. What is the title of the occupation?
2. In which firms or businesses is employment available?
3. Does the worker work with (a) ideas (data), (b) people, or (c) things? What activities does he perform in relation to these categories?

 (Continued on next page)

(Continued)

4. How is the employer benefited by the worker?
5. What qualifications or preparation is needed by the worker? (Required or desired)
6. What benefits are received by the worker? (Pay, satisfaction, work values, and interest)
7. What opportunities are there for advancement?
8. Is the need for the occupation increasing or decreasing?
9. What are the working conditions and environment?
10. What personal characteristics are helpful for workers to have?
11. What are the specific advantages and disadvantages of this occupation?
12. Would you like to be employed in this occupation?

Introduced by: Dolly Ritchie

Subject: English IV

Goal: To make an inquiry into the situation of someone so familiar we take her for granted - the secretary.

Career Education Objectives:
To show how women first came to work in offices.
To learn how secretaries are trained today.
To learn how office caste systems develop.
To demonstrate what lies ahead for the ambitious secretary.

Materials: The Secretarial Ghetto, by Mary Kathleen Benet, McCraw-Hill 1972

Procedure:
1. The book chapters will provide the basis for class discussion- The Rise of the Secretary, Secretarial Training, The Ambitious Secretary, The Pool Proletariat.
2. Students will talk with practicing secretaries about issues raised in the book and elicit their reactions. Bring in speakers.
3. Students will be able to list the ways that their ideas of what a secretary does are similar to, or different from, the ideas expressed by Mary Kathleen Benet.
4. Students will watch the local newspaper for job opportunities in the secretarial field in Bristol.

Results:
1. Students will be able to name two issues raised in the book.
2. Students will weigh the advantages and disadvantages of being a secretary.
3. Students will be able to name two employers of secretaries in Bristol.

Evaluation: Students will write a critique of the book.

Introduced by: Nancy Colella

Subject: Magazine and Newspaper

Goal: Help the students become aware of the job opportunities in journalism.
Help students understand how they can utilize their knowledge learned in the course.

Career Education Objectives:
Same as goal.

Materials: Speaker from local paper, lecture to class.
Career Education filmstrip on Journalism.

Procedure: 1. News reporter spent 3/4 of the period explaining her job, then 1/4 of the period answering students' questions.
2. Filmstrip shown with a follow-up discussion.

Results: 1. Reporter - class enjoyed the lecture, perhaps because the reporter herself was very dynamic. They were attentive and inquisitive.
2. Filmstrip - class was responsive to the filmstrip.

Evlaution: 1. The news reporter as a career speaker was very beneficial to the class. They showed much interest.
2. Filmstrip is good to use as supplementary material after completing unit on the make-up of the newspaper.

Introduced by: Dolly Ritchie

Subject: English for the Business World

Goal: To introduce the origin of stereotypes.

Career Education Objectives:
To determine whether boys or girls are sexually structured.
To discern who the child looks to for leadership.
To note whether boys or girls appear more adept.
To observe roles in play that are accepted by boys and girls.

Materials: Field trip to observe kindergarten children.

Procedure:
1. Discuss specific behaviors to be observed.
2. Spend either a morning or an afternoon in a kindergarten class.
3. Students will share their observations.

Results:
1. Students were able to list three career areas that the kindergarten children fantasized about.
2. Students could state three career stereotypes that kindergarten children held.
3. Students could identify three personal qualities that a person teaching kindergarten should possess.
4. Students made some assumptions based on their observations as to the origin of stereotypes.
5. Students developed an awareness of the levels of career awareness had by kindergarten children at South Side and Edgewood Schools.

Evaluation: Students discussed their feelings about career stereotypes while sharing their observations of kindergarten children at play.

Final Evaluation on Kindergarten Visitation
Mrs. Dolly Ritchie

The students enjoyed the chance to observe kindergarten students and found the observation worthwhile. The goal was to try and observe if sex roles were determined in children of such a young age, and perhaps theorize as to whether sex roles are learned or innate.

The results were excellent in regard to students' enthusiasm for the project and in their observations. The following items were observed:

1. boys participated in more aggressive games (blocks, trucks) and were noiser.
2. boys were more physically active than the girls.
3. girls played quieter games (school, house).
4. girls were more attentive to teacher instructions.
5. teachers often were responsible for: typical male/female responses.
6. girls seemed to play more organized games and the boys' play seemed to be more independently oriented.

The final observation was one of the difference in degrees of maleness and femaleness in the different economic levels. South Side School students exhibited the most traditional male/female roles, then the morning kindergarten at Edgewood. The afternoon kindergarten class at Edgewood was almost completely devoid of male/female roles. The types of activities that the students participated in were non-sexual in nature. It was my conclusion that the higher the economic scale, the more strictly inforced are the male/female roles. Also,

 (Continued on next page)

(Continued)

the absence of strong mother/father identities in the homes of the afternoon Edgewood students may account for their seeming lack of role identification.

Introduced by: Dolly Ritchie

Subject: English for the Business World

Goal: To present career alternatives for women.

Career Education Objectives:

To examine different life styles held by women who have jobs that in the past have been considered typically male.

To learn what the opportunities are for advancement and to learn if discrimination has been experienced in advancing from one position to another.

To learn whether males and females are equal in that profession.

To point out the need for women in these areas.

Procedure: Request career speakers.

Results:

1. Students will be able to choose one profession and show how the career speaker was able to advance in what has been thought of as a male job.
2. Students will be able to list two things that the women find rewarding about their jobs and two things that have caused them difficulty.
3. Students will become aware of future potential sources for employment.
4. Students will have a better understanding of areas in which women have been discriminated against.

Evaluation: A program evaluation will take place at the end of the semester.

Introduced by: Cheryl Chasser

Subject: Journalism

Goal: To acquaint students with journalism as a career.

Career Education Objectives:
To learn what the duties of a journalist are.
To learn how a newspaper office operates.
To learn what the opportunities for employment are in a local newspaper.

Materials: Bus

Procedure:
1. Bus to a local newspaper office.
2. Tour of the newspaper plant.
3. Talk on journalism with a reporter.

Results:
1. Students will learn what the employment outlook is at that newspaper office.
2. Students will be able to list five job responsibilities of a journalist.
3. Students will discuss some of the differences in the way their school newspaper is put together as opposed to the way that the local newspaper is completed each day.
4. Students will be able to list three other persons whose jobs are necessary to getting the local paper published every day.

Evaluation:
1. Students will discuss their reactions to the trip.
2. Students will do a written evaluation.

Introduced by: Louise DiMeo

Subject: Photojournalism

Goal: To acquaint students with printing operations in Graphic Arts.

Career Education Objectives:

To learn how a complete Graphic Arts plant operates.
To observe the following operations: offset printing, letterpress printing, plate composition, hand composition, and bindery operation.
To talk with persons on the job about the kind of work they do.
To learn about job opportunities in the printing industry.
To link plant tour to the printing operations in our school Graphic Arts shop.

Materials: Film, bus

Procedure:

1. Trip to the plant.
2. Demonstration of plant operations.
3. Students will put out a graphic arts brief describing their trip.

Results:

1. Students will know how a Graphic Arts plant operates.
2. Students will be able to list five printing operations.
3. Those students really interested in printing will have a chance to print in Bob Dailey's Graphic Arts class.
4. Students will examine the creative and technical job opportunities available in the printing industry and evaluate their interest in the field.

Evaluation:

1. Students will write either an essay or an editorial and react to various aspects of the trip.
2. Students interested in the technical aspects of printing will print the editorials and essays in Bob Dailey's Graphic Arts shop.
3. Students interested in the creative phases of printing will use the pictures taken on tour to develop a photo essay.

Introduced by: Barbara Wojtusik
Joanne Rizzo
Keith Codner

Subject: Community Studies II

Goal: To develop an awareness of job opportunities that are in keeping with the students' aptitudes, interests, and abilities.

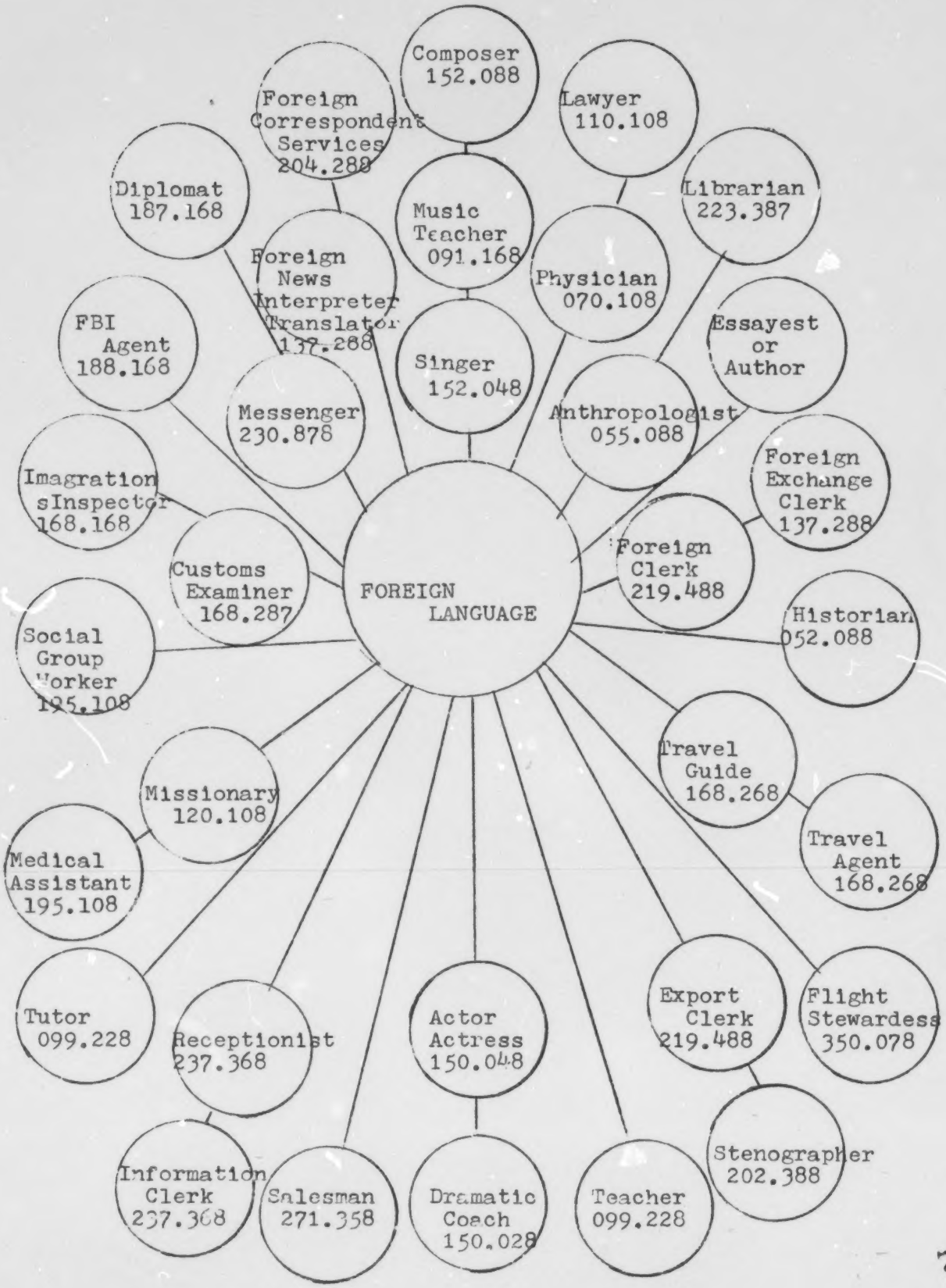
Career Education Objectives:

To use the CVIS as a tool for identifying individual student interest and aptitudes.
To develop cluster awareness based on student interest.
To provide a field experience for each student in an area that interests them.
To use Short World Biographies to expand the students' awareness of careers.
To use Vocational English to develop English skills that will be used on the job.

Results:

1. Students will reassess their interests, aptitudes, and abilities in conjunction with their guidance counselor.
2. Students will be exposed to a number of career clusters through their classroom exposure and from their reading assignments in Short World Biographies.
3. Students will develop English skills that might be necessary for success on the job.
4. Each student will select a field study that is in keeping with his interests and abilities.

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN FOREIGN LANGUAGE



Introduced by: Richard Paraglia

Subject: Spanish I and II

Goal: To familiarize students with career opportunities in foreign languages.

Career Education Objectives:
To answer specific questions any student might have.
To give the student some contact with a successful business person who uses another language in her everyday work.

Materials: Speaker, resource file

Procedure: Oral presentation.

Results: Students were very much interested in knowing career opportunities using foreign languages and were glad to hear of the experiences of a career person using a foreign language.

Evaluation: Very good experience for the students, gave them exposure to someone other than the foreign language teacher speaking a language.

GUIDANCE

Introduced by: Clarice Stevens

Subject: Faculty at Bristol Eastern High School

Goal: To develop an awareness of the process involved in making a career choice.

Career Education Objectives:

To learn specific techniques and activities which can be used in the classroom to make career curriculum more effective.
To explore the factors involved in making a career choice.
To develop an awareness of self in relation to a job.
To learn how a person's strong and weak points influence career choice.
To experience the process of relating values to career choice.
To provide an opportunity to make specific plans for incorporating Career Education into each person's subject field.

Materials: Paper provided to develop resource booklet.

Procedure:
1. The goals and objectives were discussed with the Career Education specialist.
2. A program description was written and presented to staff who were invited to participate in the program.
3. These one hour sessions were conducted from 2:15 to 3:15 on Tuesdays, November 5, 12, 19, 1974. Program was evaluated. Plans were made to conduct a follow-up session in two months.

Results:
1. Teachers obtained a resource packet of values and materials that they can use in their classrooms.
2. Teachers developed a better awareness of their own feelings about careers.
3. Teachers understood why other members of the group felt certain ways about career choices.
4. Teachers tried out such exercises as self-centering, values rating, rank ordering, brainstorming, etc.

Evaluation:
1. Teachers completed an evaluation questionnaire.
2. Teachers will meet again to discuss use of the techniques.

Introduced by: Clarice Stevens

Subject: Guidance (Values Workshop)

Goal: To develop an awareness of the processes involved in making a career choice.

Career Education Objectives:

- To learn specific techniques and activities which can be used in the classroom to make career curriculum more effective.
- To explore the factors involved in making your career choice.
- To develop an awareness of yourself in relation to your job.
- To learn how your strong and weak points influenced your career choice.
- To experience the process of relating your values to your career choice.
- To provide an opportunity to make specific plans for incorporating Career Education into your subject field.

Expected Outcome: By following the sequence of activities that led to your career choice, you may better understand the process that your students are presently confronting in making their career choices. The same activities that you use in the workshop, you may use in your classroom. Hopefully, such activities, coupled with information learned from speakers, field trips, printed material and films, will make your career curriculum more effective.

****

I will ____ or will not ____ participate in the workshop. If you will be attending the workshop check the schedule you prefer,

Plan A	Plan B
Wednesdays - Oct. 23	Tuesdays - Nov. 5
Oct. 30	Nov. 12
Nov. 6	Nov. 19
Time: 2:15 - 3:15	Place: EMMS, Room 113

I prefer Plan A____ or Plan B ____ or either plan is acceptable____.

Name:_____

Subject Area:_____

Please return this form by October 8, 1971, to Kelly Quinn's mail box.

Introduced by: Keith Cedner

Subject: Community Studies Program Students

Goal: To assess the career interests of students in the Community Studies Program.

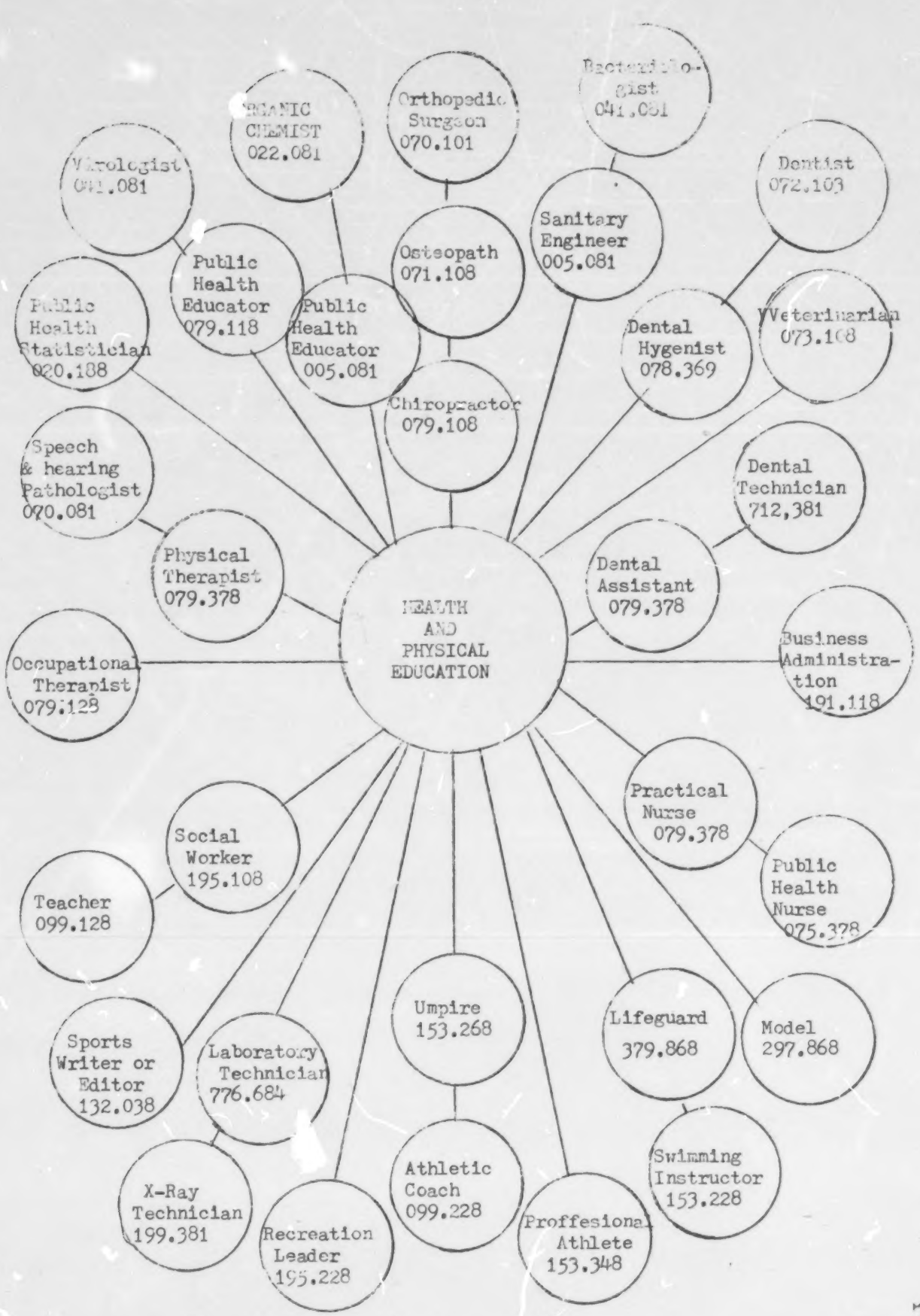
Career Education Objectives:
To obtain a ranking of student interests.
To compare interest scores with student course selections for Grade 10.
To relate career interests to the career unit that each student completed.
To compile data for future comparison and follow-up with the same students.

Materials: Ohio Vocational Interest Survey

Procedure:
1. Administer the test.
2. Review the results with the students individually.
3. Review the results with the teachers who team-teach Community Studies.

Results:
1. Some students had an opportunity to see if there was a relationship between their interests and the kinds of courses they selected for sophomore year.
2. The staff will review the results to determine how they match with the career area that the student selected for exploration.

Evaluation: The test results will be used to continue career exploration.


HEALTH AND PHYSICAL EDUCATION
Bacteriologist 041.081
Orthopedic Surgeon 070.101
ORGANIC CHEMIST 022.081
Virologist 041.081
Dentist 072.103
Sanitary Engineer 005.081
Osteopath 071.108
Public Health Educator 079.118
Public Health Statistician 020.188
Public Health Educator 005.081
Dental Hygenist 078.369
Veterinarian 073.108
Chiropractor 079.108
Speech & hearing Pathologist 070.081
Dental Technician 712,381
Physical Therapist 079.378
Dental Assistant 079.378
Occupational Therapist 079.128
Business Administration 191.118
Practical Nurse 079.378
Social Worker 195.108
Public Health Nurse 075.378
Teacher 099.128
Umpire 153.268
Lifeguard 379.868
Model 297.868
Sports Writer or Editor 132.038
Laboratory Technician 776.684
Swimming Instructor 153.228
Athletic Coach 099.228
X-Ray Technician 199.381
Recreation Leader 195.228
Proffesional Athlete 153.348

Introduced by: Robert DeSantis

Subject: Health

Goal: Awareness of careers in the Health field.

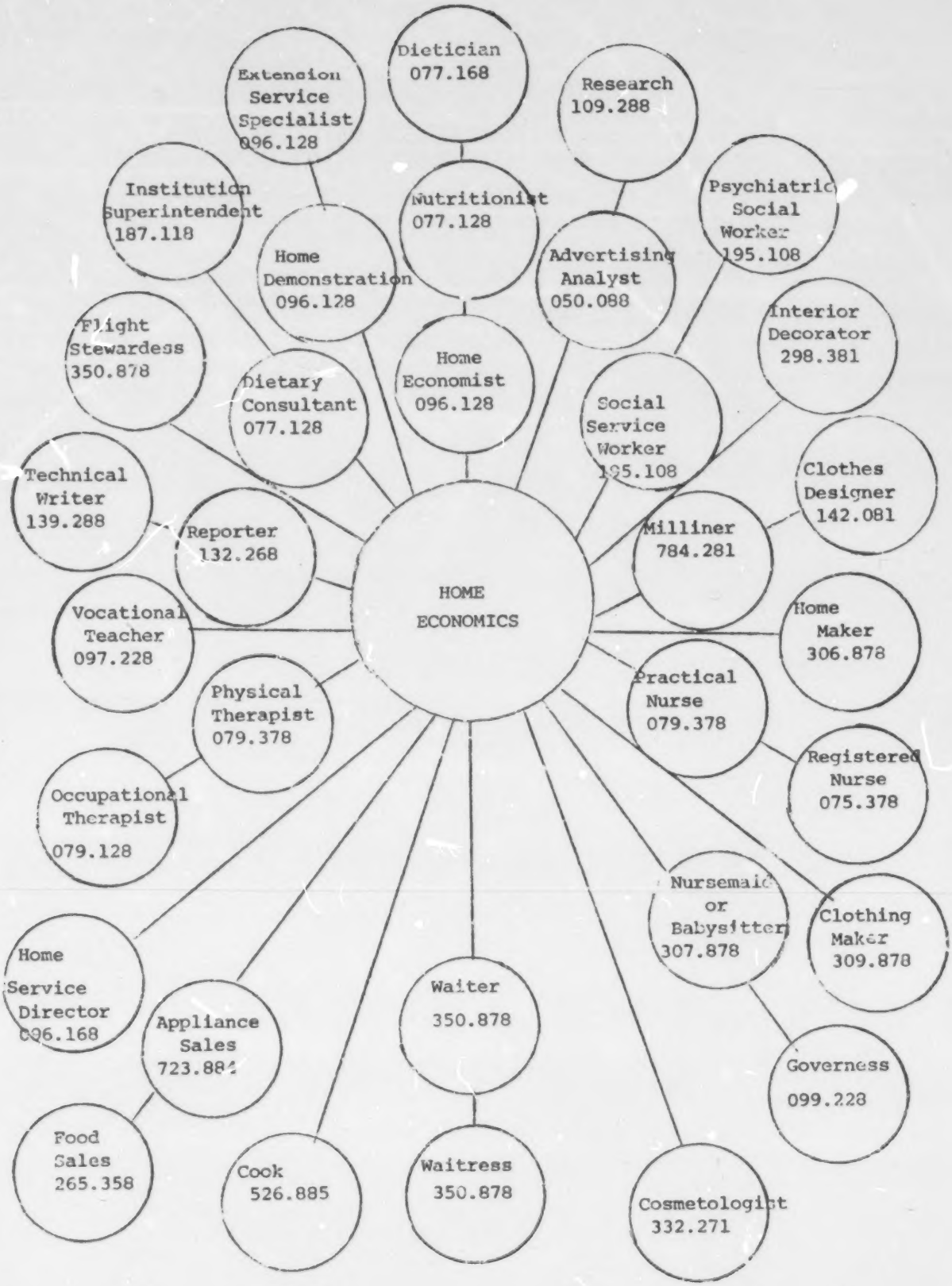
Career Education Objectives:
To explain the LPN and RN educational programs and opportunities available to Bristol residents.
To motivate students toward positive educational careers.
To expose students to community professionals.

Materials: Speaker

Procedure:
1. Introduction by instructor.
2. Lecture by speaker.
3. Pose question and answer period.

Results: Excellent response to speaker. Positive attitude and constructive questioning.

Evaluation: Excellent speaker, well informed, excellent presentation.


HOME ECONOMICS
Dietician 077.168
Extension Service Specialist 096.128
Research 109.288
Institution Superintendent 187.118
Nutritionist 077.128
Psychiatric Social Worker 195.108
Home Demonstration 096.128
Advertising Analyst 050.088
Interior Decorator 298.381
Flight Stewardess 350.878
Home Economist 096.128
Dietary Consultant 077.128
Social Service Worker 195.108
Technical Writer 139.288
Clothes Designer 142.081
Reporter 132.268
Milliner 784.281
Vocational Teacher 097.228
Home Maker 306.878
Physical Therapist 079.378
Practical Nurse 079.378
Registered Nurse 075.378
Occupational Therapist 079.128
Nursemaid or Babysitter 307.878
Clothing Maker 309.878
Home Service Director 096.168
Appliance Sales 723.884
Waiter 350.878
Governess 099.228
Food Sales 265.358
Cook 526.885
Waitress 350.878
Cosmetologist 332.271

Introduced by: Mary Ann Lenis

Subject: Clothing

Goal: The Garment Industry - Buying and Selling

Career Education Objectives:
To develop an awareness of the many facets of merchandising, as a retailer.
To analyze fashion trends as it relates to buying.

Materials: "Women's Wear Daily" (trade magazines)
"Clothes"

Procedure: Informative talk with student/speaker discussion.

Results: 1. To appreciate the complexity of retailing.
2. To be familiar with social and economic influences on fashion.

Evaluation: Speaker is an excellent community resource person. She is competent, informative, and enjoyable.

Introduced by: Alice Smith

Subject: Clothing I

Goal: To develop an appreciation for fall styles.

Career Education Objectives:
As a result of this lesson, the student should be able to better (a) visually select proper fashion for herself, and (b) describe the colors and styles for fall fashion, 1974.

Materials: Sears, filmstrip, Young Fashion Forecast, Fall '74 Reading Script, The Fashion Game.

Procedure: Create curiosity by playing "look-out". (Key words students are asked to "look-out" for while watching the filmstrip). Show the filmstrip and read script.

Evaluation: 1. Follow up orally on "look-out" words: layered look, rust, fake fur, print.
2. Students apply what they have seen in their first clothing project.

Introduced by: Mary Lou Cromleigh

Subject: Senior Homemaking and Senior Home Management

Goal: To learn how to prepare for a wedding.

Career Education Objectives:

To provide information about wedding gowns, headpieces, veils, trains, flowers, photographers.
To discuss factors that affect the cost of a gown.
To identify the important things to consider in planning for a wedding.
To point up job opportunities that emerge because persons contemplating marriage need the services of people, eg. bridal consultant, tuxedo shops, florists, photographers, dress designers.

Materials: Request a speaker.
Wedding gowns, headpieces, veils, etc. necessary for demonstration.

Procedure:
1. Students prepared questions to ask the speaker (See Appendix 7)
2. Speaker made the presentation.
3. Students raised their concerns.

Results:
1. Students will learn what services are available to them if they choose to go to a bridal consultant in planning a wedding.
2. Students will see what a bridal consultant does.
3. Students will be able to develop mock budgets and itemize possible wedding expenditures.
4. Students will be able to list four important factors to be considered in planning a wedding.
5. Students will be able to list five different jobs held by persons who help in planning for a wedding.

Evaluation: A unit evaluation will take place at the end of the semester.

Introduced by: Mary Ann Lenis

Subject: Child Development

Goal: Marriage Counselor

Career Education Objectives:
To clarify the functions of social works.
To introduce the students to community services.
To participate in an actual counseling session.

Materials: Speaker
Class Volunteer

Procedure: Informal talk session with students.

Results: 1. An appreciation of a marriage counselor's job.
2. The recognition of what happens in actual counseling sessions.
3. The awareness of resources available for helping the public.

Evaluation: Excellent because of the factual follow-up prepared by Mr. Edward Phelan, Career Education Specialist, enabled us to appreciate the unique presentation by speaker by creating an actual counseling session.

Introduced by: Kathy Acocella

Subject: Child Development

Goal: To develop an awareness of careers that involve work with the infant and the pre-school child.

Career Education Objectives:

To demonstrate jobs that are available in Bristol in the field of Child Development.
To learn what types of programs are available in the community for young children.
To learn how to request the services that are available.
To develop an awareness of the importance of the family unit.
To learn what type of education is necessary to pursue each of the careers presented.

Procedure:

1. Brainstorm as many careers as possible where persons would be working with young children.
2. Request the speakers.

Results:

1. Students will be able to identify five careers where a background in child development might be necessary.
2. Students will be able to name three agencies in the city that work with young children.
3. Students will be able to explain why the family unit is important to the growth of the infant and the young child.
4. Students will be able to select one career and discuss job responsibilities and the education needed to pursue that career.

Evaluation: A program evaluation will be completed at the end of the semester.

Introduced by: Mary Lou Cromleigh
Kathy Acocella

Subject: Bachelor Home Economics

Goal: To survey career opportunities in the U.S. Navy and to focus particularly on the job of Foods Service Technician.

Career Education Objectives:
To discuss career opportunities available in the U.S. Navy.
To present the advantages of a career with the U.S. Navy.
To understand the purpose of the U.S. Navy.
To learn the steps involved in the recruiting process.

Procedure:
1. Request a career speaker.
2. Develop questions with students prior to the speaker's presentation.

Results:
1. Students are able to identify five major categories of work that they might choose from if they enlisted in the U.S. Navy.
2. The students will be able to list four responsibilities of a Foods Service Technician who works aboard a submarine.
3. Students will be able to explain the purpose of the U.S. Navy.
4. Students will be able to list the steps involved in the recruiting process.

Evaluation: Students will compare the advantages of a career in the U.S. Navy as presented by their representatives with what they feel are advantages to military service.

Introduced by: Fran Pease

Subject: Foods I

Goal: To develop an awareness of careers related to the Foods Industry.

Career Education Objectives:

To learn the skills that are necessary to become a Foods Service Technician.
To learn the job responsibilities of a Foods Service Technician.
To observe the process of baking as it was demonstrated by the Foods Service Specialist and as it was observed while on tour of the baking company.
To learn what it is like to be a chef.
To become aware of job possibilities within a baking company.
To know the differences between commercial baking and home baking techniques.

Materials: Guideline sheet for career speaker and field trip preparation.
Filmstrip: "The People Profession: Careers in Home Economics".

Procedure:
1. Show the filmstrip on Careers in Home Economics.
2. Foods Service Specialist presentation.
3. Prior to the field trip, students brainstorm questions that they might want to ask while on tour at the bakery.

Results:
1. Students will be able to identify two job responsibilities of a Foods Service Specialist.
2. Students will be able to discuss what it is like to be a chef in the U.S. Navy.
3. Students can demonstrate proficiency in baking bread or cookies.
4. Students will be able to list three jobs available in a baking company.
5. Students will be able to list two differences between baking done at home and baking done commercially.

Evaluation: Students will prepare a sound-on-slide presentation of the bakery tour that will be shown to students in the other Foods classes who were unable to participate in the tour.

Introduced by: Fran Pease

Subject: Foods I and II

Goal: To develop an awareness of the work of a baker as one job in the Consumer and Home Economics Cluster.

Career Education Objectives:

To learn what a baker does.
To develop an awareness of the personal characteristics that give a baker job satisfaction.
To assess their own interest in the job.
To relate what a baker does to their Foods classes.
To demonstrate the technique of cake making.

Procedure:

1. Students will develop interview questions.
2. Students will make a cake and frost it.
3. Baker will respond to the student developed questions and then demonstrate the art of cake decorating.
4. Students will discuss their feelings about the class and do a written evaluation.

Materials: Cake mix and frosting, tools for cake decorating.

Results:

1. Students wrote questions to ask the baker.
2. The baker made his career presentation and demonstrated the art of cake decoration.
3. Students tried to develop the technique of cake decorating.
4. Students did a self-awareness evaluation of the presentation.

Evaluation:

1. Class discussion.
2. Students did a written evaluation that was designed to help them express their feelings about the work of a baker.

HUMANITIES

Introduced by: Howard Winters

Subject: Humanities

Goal: To fit art into historical perspective in regard to our creativity unit.

Career Education Objectives:
Students will be able to identify different periods and styles of art creativity in the history of the world.

Materials: Movie: "Art in the Western World"

Procedure:
1. Discussion of creativity.
2. Showing of movie.
3. Test after on major periods.

Results: Movie was geared to college level and not suitable to high school showing. It covered basic periods satisfactorily but showed no creative techniques in presentation.

Introduced by: Marsha Morline, Howard Winters

Subject: Humanities

Goal: Learning experience in tractate medium.

Career Education Objectives:
To encourage the student to develop visually on a third dimensional level.

Materials: Clay

Procedure: Step-by-step instruction in process of coil, slab, and pinch pot.
Experimental process.

Results: Three separate clay projects for each student.

Evaluation: Pleased with end results - show self expression and experimentation.

Introduced by: Howard Winters, Marsha Morline

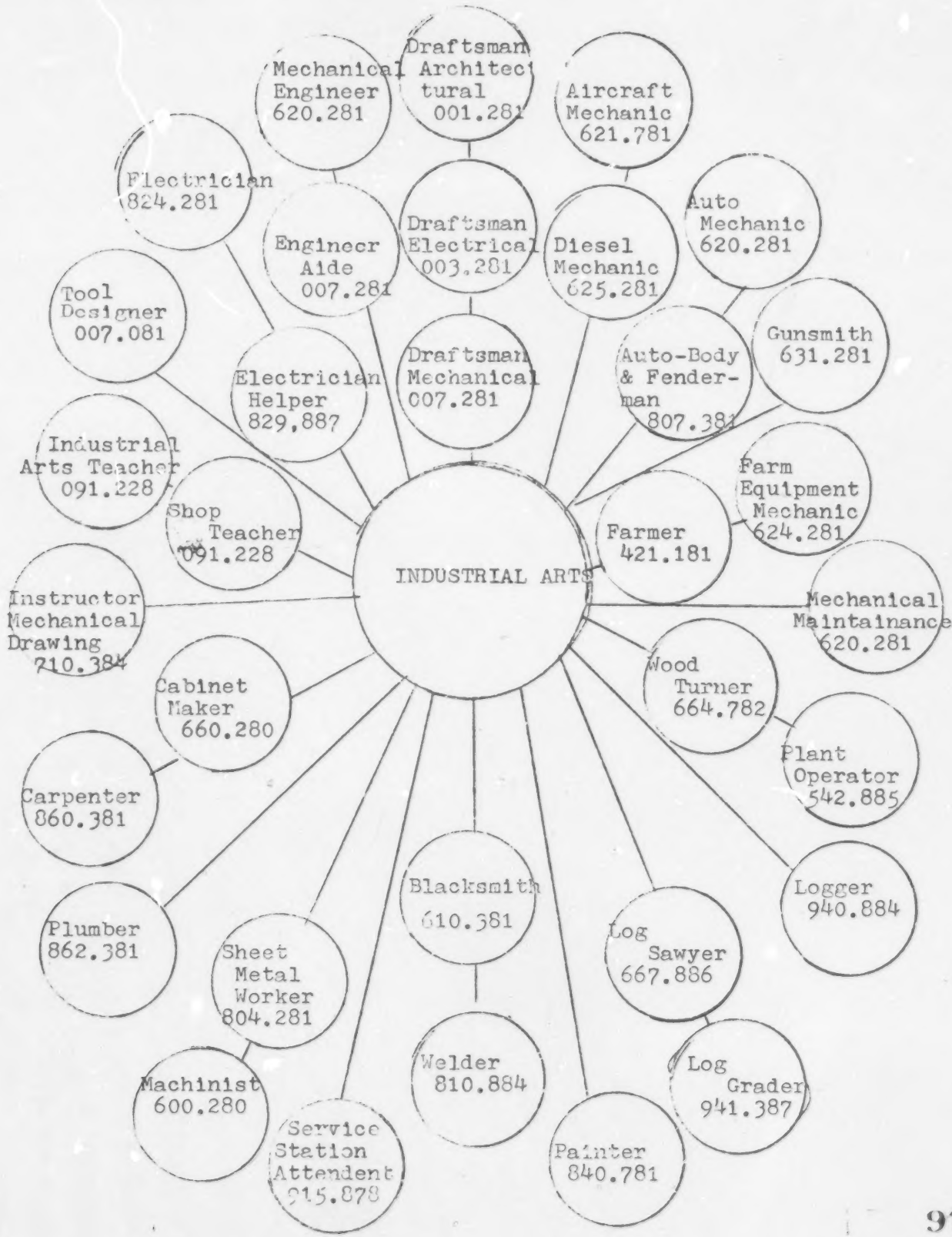
Subject: Humanities

Goal: To show students good theater in conjunction with expression section of creativity unit.
To provide examples.

Career Education Objectives:
Students will be able to better express themselves in a more open manner.

Materials: One woman theatrical show by M. Tulis Sessions entitled "Women I Have Known" - Women in reform.

Procedure:
1. Pantomime and mimic exercises in class.
2. Dramatic readings.
3. Seeing dramatization.
4. Writing and evaluating drama.
5. Doing own play (reading).


INDUSTRIAL ARTS
Mechanical Engineer 620.281
Draftsman Architectural 001.281
Aircraft Mechanic 621.781
Electrician 824.281
Engineer Aide 007.281
Draftsman Electrical 003.281
Diesel Mechanic 625.281
Auto Mechanic 620.281
Tool Designer 007.081
Electrician Helper 829,887
Draftsman Mechanical 007.281
Auto-Body & Fender-man 807.381
Gunsmith 631.281
Industrial Arts Teacher 091.228
Shop Teacher 091.228
Farmer 421.181
Farm Equipment Mechanic 624.281
Instructor Mechanical Drawing 710.384
Mechanical Maintainance 620.281
Cabinet Maker 660.280
Wood Turner 664.782
Carpenter 860.381
Plant Operator 542.885
Plumber 862.381
Blacksmith 610.381
Logger 940.884
Sheet Metal Worker 804.281
Log Sawyer 667.886
Machinist 600.280
Welder 810.884
Log Grader 941.387
Service Station Attendent 915.878
Painter 840.781

Introduced by: John Makara

Subject: Industrial Arts

Goal: To develop within the student an awareness of the career opportunities in Graphic Arts by exposure to specific A.V. media.

Career Education Objectives:
To develop within the student an awareness of:
1. Broad spectrum of Graphic careers.
2. Some specific examples.
3. What such careers are like, i.e., requirements, duties, etc.

Materials: "Careers in Graphics"
"Offset and You"

Procedure: 1. Introduce filmstrips, show.
2. Discuss, summarize, and actually show press in operation, darkroom, etc.

Results: Seemed effective from discussions that followed.

Evaluation: It should be said that filmstrip "Careers in Graphics" is extremely limited. It only deals with one small aspect, graphic illustrating.

Introduced by: Joseph Lanosa
Frank Chesky

Subject: Industrial Arts

Goal: To introduce the construction trades and their job opportunities.

Career Education Objectives:
To identify at least ten jobs related to the construction trades.
To learn the job requirements for each trade.
To show the interdependency of workers in the construction field.
To show workers on the job at a local job site.

Materials: 3 rolls of colored slide film
1 roll of 36 prints

Procedure:
1. Take slides of workers who are constructing a site and complement each slide with a job brief.
2. Show slide presentation to students.
3. Bring speakers in who represent the trades shown on the slide presentation.
4. Discuss the factors involved in job choice.

Results:
1. Students will be able to identify ten jobs in the construction cluster.
2. Students will be better informed about job requirements and rewards.
3. Students will discuss factors involved in job choice, eg. education, working conditions, wages, benefits, union.
4. Students will have an opportunity to speak with persons who perform the kinds of work they viewed in the slide presentations.

Evaluation:
1. Students will select one job and study it in depth.
2. Students will select a job and make an application form for that position.

Introduced by: Joseph Lanosa

Subject: Industrial Arts

Goal: To develop a slide presentation that illustrates the trades taught at Bristol Eastern and relate them to career opportunities that are available upon graduation.

Career Education Objectives:

To show incoming freshmen and high school students the different areas of the industrial arts shop at BEHS.

To show that involvement in shop area is an excellent preparation for a career.

To show what job opportunities are available at the completion of high school if a student elects an Industrial Arts major.

To show that learning takes place by doing.

To illustrate feelings of accomplishment, upon attaining proficiency in a skill area.

To discuss program selection.

Materials: 2 rolls of 35mm slide film

Procedure:

1. To show the slide presentation in the junior high schools prior to the time when subject selections are made for high school courses.
2. To make presentation to grade 9 students during the period when subject selection cards are completed.

Results:

1. Students will be able to identify the shop areas at Bristol Eastern.
2. Students will be able to list five career possibilities that are available to them if they major in Industrial Arts.
3. Students will be able to name two jobs that June graduates get as a result of having learned a skill at BEHS.

Evaluation: Students will decide whether to major in the Industrial Arts or if there are particular courses taught in the shop area that would be helpful to them in pursuing their career interest.

LIBRARY

Introduced by: Charles Baer

Subject: Library

Goal: To develop a resource booklet that would contain sample job application forms and interview questions.

Career Education Objectives:

To familiarize students with the different type formats and questions asked on application forms.

To develop an awareness of businesses and industries that have employed students on a part time and full time basis.

To prepare students for an interview.

Procedure:

1. To develop a letter requesting application forms and sample interview questions (See Appendix 8).
2. Develop a resource list of persons in business and industry in Bristol to whom the letter will be sent.
3. Address the envelopes and mail them.
4. Compile the information into booklet form.
5. Get teachers involved in using the material.

Results:

1. Students will be able to name five potential employers of high school graduates.
2. Students will develop skill in completing application forms.
3. Students will be able to list the kinds of information that they might be asked on an interview.

Introduced by: Charles Baer

Subject: Library

Goal: To develop a team approach to utilizing Career Education resource material that is available in the Library Media Center.

Career Education Objectives:

To coordinate purchase of Career Education materials for the Library Media Center with subject areas where Career Education activities are happening now.

To develop a communications network that encourages students, teachers, and counselors to use library resource materials.

To develop a collection of tapes on careers.

To continue to build book selections that relate to careers.

To conduct orientation sessions for students developing career units.

Procedure:

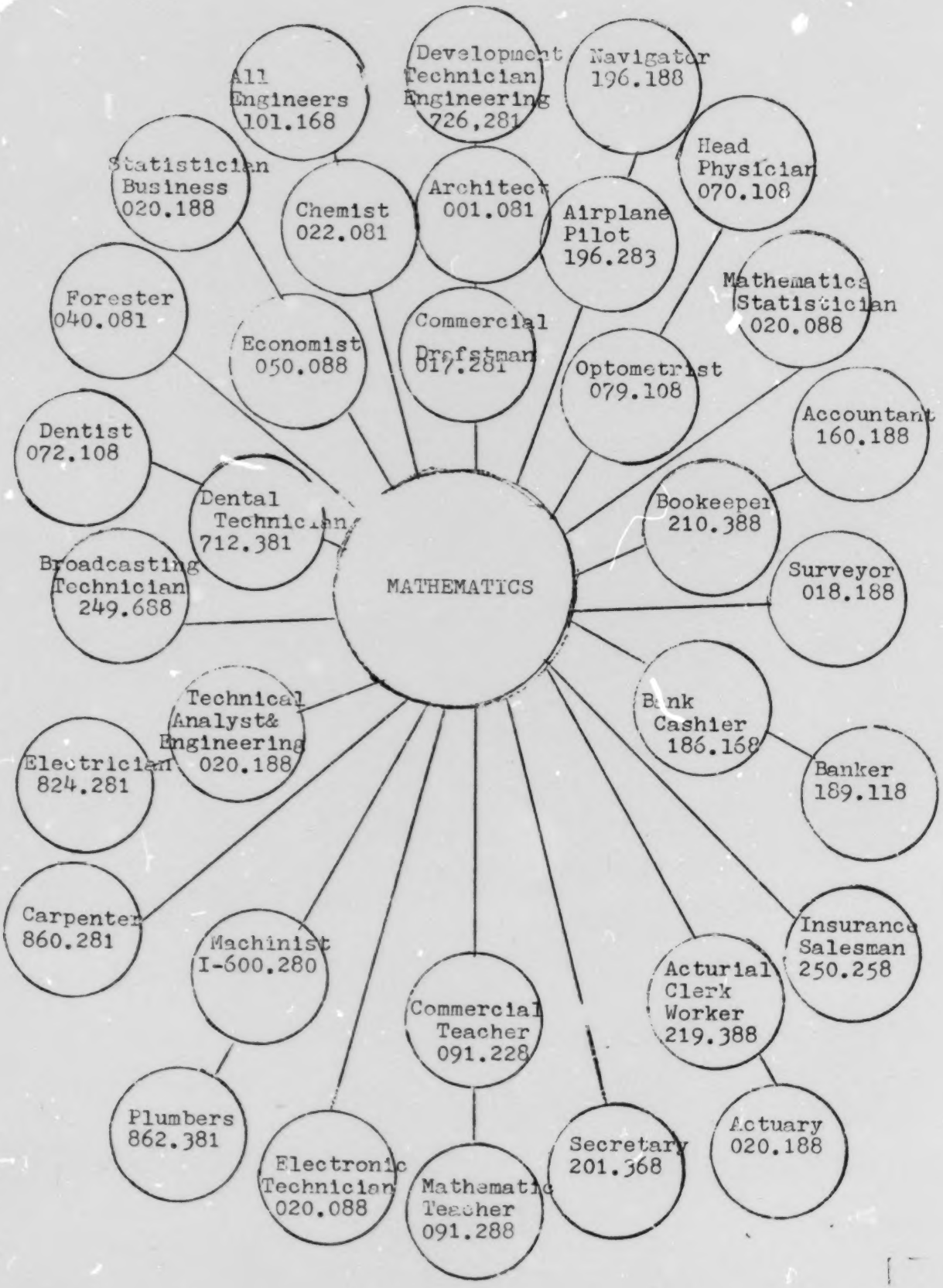
1. To develop a flyer for the staff showing what is available in the areas of careers.
2. To develop an outline that shows a type orientation session that might be conducted by the librarian.
3. To purchase tapes, an open file, and books.

Results:

1. The responsibility for career development will be shared by teachers, students, counselors, and librarian.
2. An outline for orientation program will be given to each staff member.
3. Career resource material will be continually added to the Media Center.
4. Students will begin to look at the library as a place to find information on careers.

Evaluation:

1. Library display cases will be used to exhibit career projects.
2. The use of the library by students and staff will determine the effectiveness of the program.


MATHEMATICS
All Engineers 101.168
Development Technician Engineering 726,281
Navigator 196.188
Head Physician 070.108
Statistician Business 020.188
Chemist 022.081
Architect 001.081
Airplane Pilot 196.283
Mathematics Statistician 020.088
Forester 040.081
Economist 050.088
Commercial Drafstman 017.281
Optometrist 079.108
Accountant 160.188
Dentist 072.108
Dental Technician 712.381
Bookeeper 210.388
Broadcasting Technician 249.688
Surveyor 018.188
Technical Analyst& Engineering 020.188
Bank Cashier 186.168
Electrician 824.281
Banker 189.118
Carpenter 860.281
Machinist I-600.280
Insurance Salesman 250.258
Commercial Teacher 091.228
Acturial Clerk Worker 219.388
Plumbers 862.381
Electronic Technician 020.088
Mathematic Teacher 091.288
Secretary 201.368
Actuary 020.188

Introduced by: Betty Phelan

Subject: Elementary Algebra Part II
Contemporary Algebra II
Algebra II

Goal: To demonstrate that Mathematics skills are needed in some jobs.

Career Education Objectives:

To learn the following from speaker presentations:

a. Practical applications of Mathematics as they use it on their jobs.
b. Tools used on the job.
c. What the job is like.
d. The type Mathematics courses essential to success on the job.
e. Where in the state can the job held by the speaker be found.

To show that different Mathematics courses are necessary to carry out different jobs.

To show that some people enjoy working with numbers.

Procedure:

1. Survey the students to determine their career interests.
2. Cluster the career interests.
3. Those jobs where some knowledge of Mathematics was needed were selected to form the core of the speaker program.
4. Request the speakers.

Results:

1. Students will be able to name three jobs in which some knowledge of Mathematics would be essential.
2. Students will be able to identify five Math related careers and tell what high school Math course would be required to do the job.

Evaluation: Students will complete a program evaluation at the end of the year.

Introduced by: Al Kozikowski

Subject: Mathematics

Goal: To develop a Math Career Resource Center in a classroom.

Career Education Objectives:

To write for free Math related career materials.
To display the material in such a way that any student taking Math courses would have access to it.
To develop an awareness of Math careers in relation to the cluster concept.
To allow for informal, motivated career exploration.

Procedure:

1. Identify the clusters that have Math related careers.
2. Break those clusters into Job Families.
3. Identify resources from which free material can be obtained.
4. Have the students draft a letter requesting information.
5. Set up the resource area as the information comes in.

Results:

1. Students will develop an awareness of sources from which free career information can be obtained.
2. Students will be able to identify five Math related careers.

Evaluation: The evaluation will be based on the number of students who begin to use reference materials.

PSYCHOLOGY

Introduced by: Al Caruso

Subject: Psychology

Goal: To discuss the implications of Bristol's Career Education Program with students in his Psychology classes.

Career Education Objectives:

To explain what Career Education is.
To explain the unique features of Bristol's program.
To discuss the Career Education objectives for the high schools in Bristol.
To talk about things that are being done now at BEHS.
To gain student input.

Procedure: A class discussion will be handled using a media approach:

1. Use Marland's handbook to explain the overall concept.
2. Use overhead layouts:
   a. to show the total concept of Career Education for Bristol.
   b. to map out strategies being developed at BEHS:
      1. placement
      2. follow-up
      3. curriculum
3. Design a form that will give us student input.
4. Try out a short values exercise.

Results:

1. Students will gain an awareness of what is meant by the term Career Education.
2. Students will know the objectives for Career Education at Bristol Eastern High School.
3. Students will know what is happening in Career Education at the high school.
4. Students will understand the implications of Career Education for the whole Bristol School System.

Evaluation: Students will make written comments regarding the presentation and the ideas that they see valid for them at Bristol Eastern High School.

Introduced by: Richard Baril

Subject: Psychology

Goal: To have the students have a working definition of the various forms of abnormal behavior and include community resources in obtaining that goal.

Career Education Objectives:
Have students know of the services available in Bristol and be able to list what is offered to whom.

Materials: Speaker from Bristol Hospital Mental Health Clinic.

Procedure: A short lecture by the guest speaker will be given followed by a question and answer period.

Results: A higher test score result will be expected because of the visitation in the specific area of treatment when compared with last year's test results.

Evaluation: A pretest will be given prior to the speaker's visitation, followed by a post-test.

Introduced by: Cathy Shidlovsky

Subject: Psychology

Goal: To have the student obtain material for her research project from the community resources in addition to material available from the library.

Career Education Objectives:
By visitation, the student should acquire more material (recent) than is available through secondary sources.

Procedure: The student visited the Wheeler Clinic in Plainville, CT and was able to ask questions pertinent to her research topic. She was also able to see actual classes in session and received a guided tour.

Results: The student will incorporate within her project the information she received at the visitation.

Evaluation: Evaluation will conclude at the end of the marking period by grading her research paper.

SCIENCE

Introduced by: Kathy Quinn
Joseph Ireland

Subject: Science

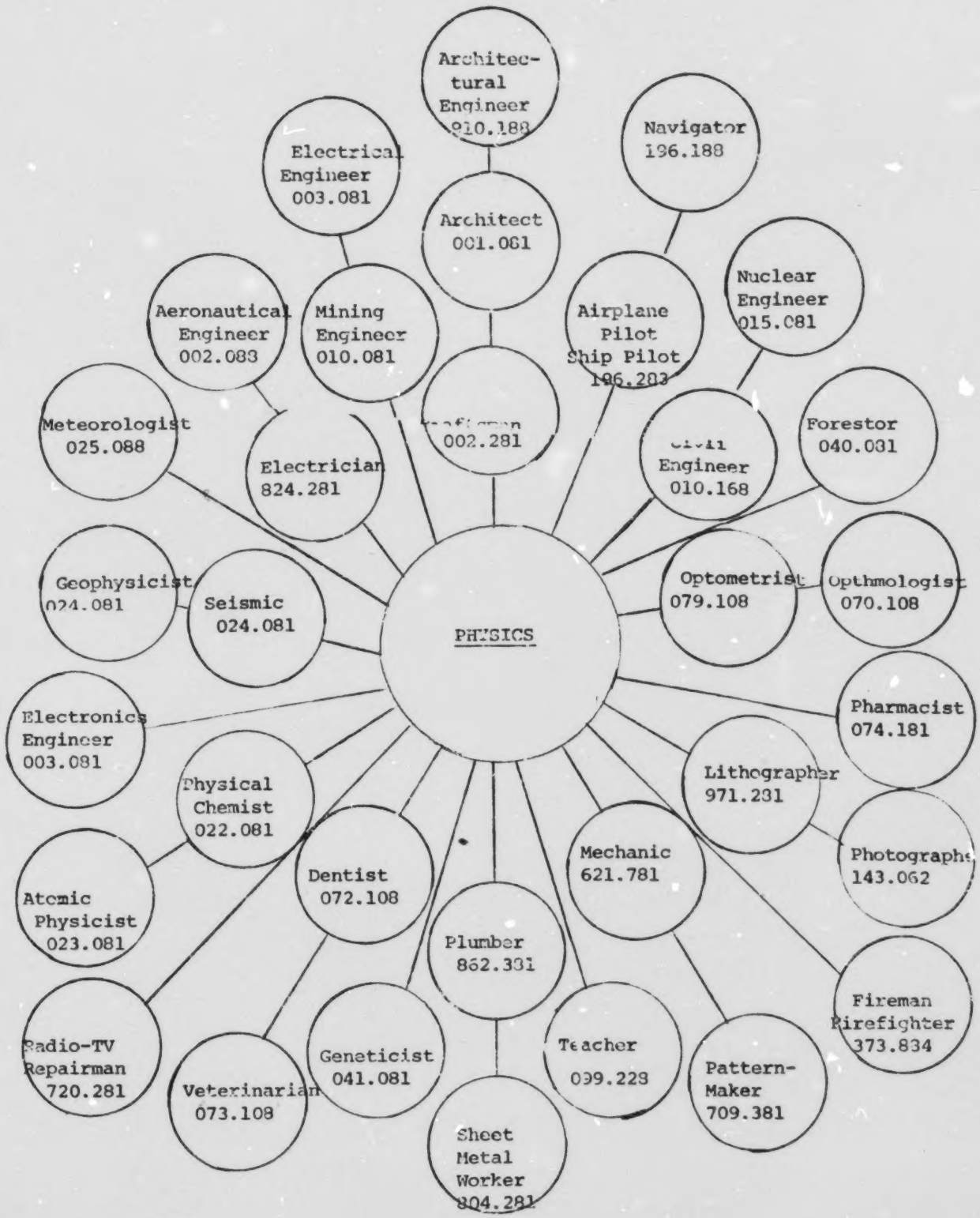
Goal: To acquaint high school science teachers with resource materials that Connecticut Light & Power (CL&P) can offer educators.

Career Education Objectives:
To bridge the gap between school and community.
To demonstrate the educational materials being developed by CL&P.
To discuss ways that these materials might be incorporated into the existing curriculum.

Procedure:
1. Three fifteen minute presentations will be made by members of the CL&P Energy Consulting Team:
   a. The Gas Industry
      1. Where gas comes from and how it is used.
      2. Services provided to the customer in Bristol.
   b. The National Energy Picture
   c. Energy Sources - what is being done in energy research and development.
2. Participants will critique the materials.

Results:
1. Participants will become familiar with the energy concepts that CL&P staff feel are points that they wish to share with the public they service.
2. The basis for a working relationship between the schools and CL&P will be established.
3. Teachers will determine if the materials can be incorporated into the existing curricula.
4. A commitment to use the materials will be made.

Evaluation:
1. Teachers will determine if the material presented by CL&P staff can be integrated into the curriculum and discuss how this might be done.
2. Where the materials are relevant to particular subject areas, teachers will identify the subject and give specifics as to how the energy topic can be incorporated.


PHYSICS
Architectural Engineer 010.188
Architect 001.061
Navigator 196.188
Electrical Engineer 003.081
Aeronautical Engineer 002.083
Mining Engineer 010.081
Airplane Pilot Ship Pilot 196.283
Nuclear Engineer 015.081
Meteorologist 025.088
Electrician 824.281
002.281
Civil Engineer 010.168
Forestor 040.031
Geophysicist 024.081
Seismic 024.081
Optometrist 079.108
Opthmologist 070.108
Electronics Engineer 003.081
Pharmacist 074.181
Physical Chemist 022.081
Lithographer 971.231
Atomic Physicist 023.081
Dentist 072.108
Mechanic 621.781
Photographer 143.062
Plumber 862.381
Radio-TV Repairman 720.281
Geneticist 041.081
Teacher 099.228
Fireman Firefighter 373.834
Veterinarian 073.108
Pattern-Maker 709.381
Sheet Metal Worker 804.281

Introduced by: Patrick Parente

Subject: Introductory Physical Science

Goal: To reinforce subject matter and make students aware of careers open to them in science.

Career Education Objectives:
To hopefully find interested students in subject matter taught and assist them in finding a career in the subject area.

Materials: Films, filmstrips, field trips, and career speakers.

Procedure: Using career activities to follow subject material and strengthen the concepts being taught.

Results: A higher understanding of subject materials by reinforcement with career activities.

Evaluation: Upon graduation, evaluation can be seen in careers chosen. Also, when testing subject area a higher understanding of materials develops.

Introduced by: Patrick Parente

Subject: Earth Science

Goal: To orient students with various careers in science that are related to our earth and its environment.

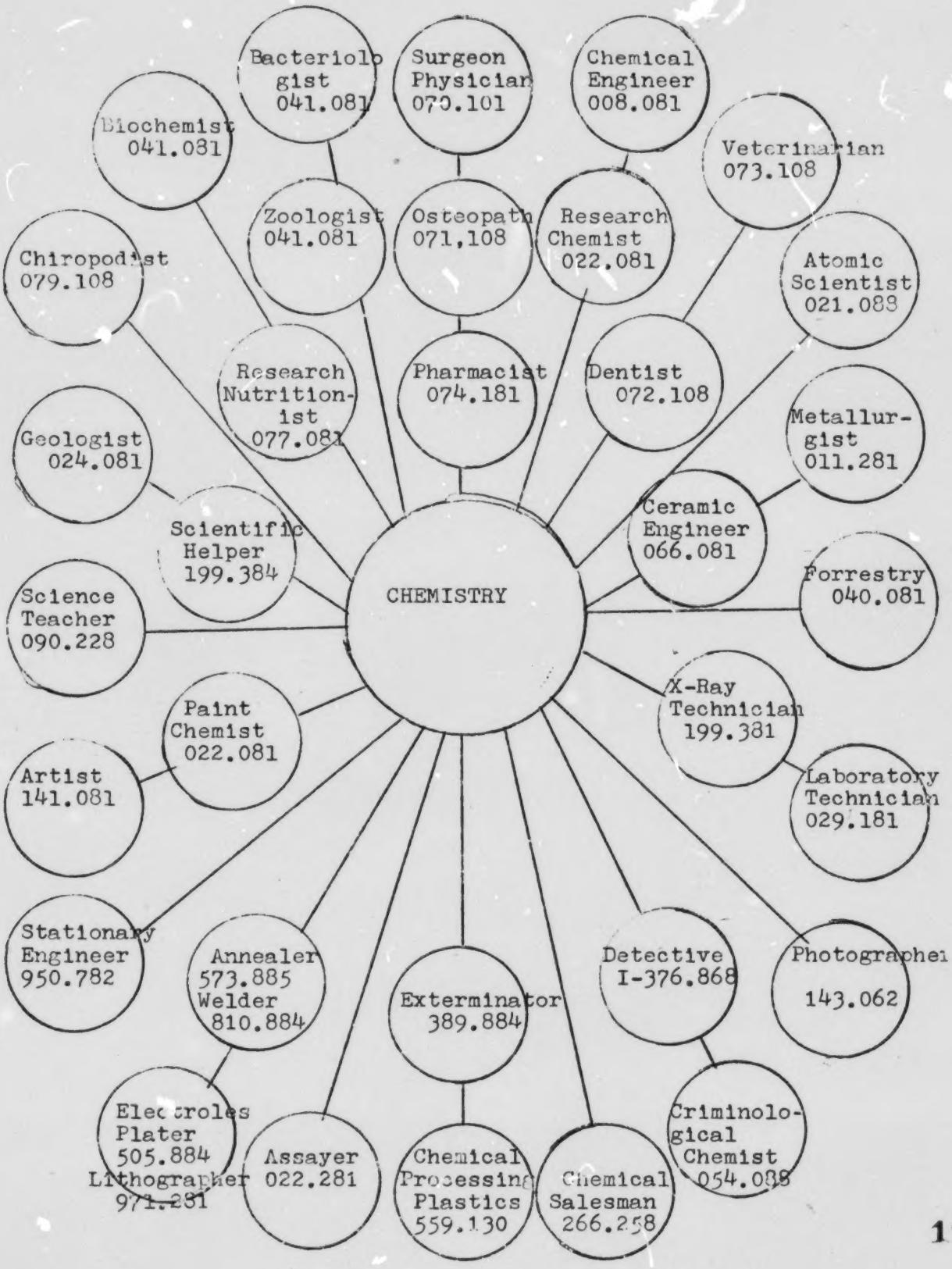
Career Education Objectives:
To give insight into careers such as: marine biologist, marine engineer, oceanographer, geologist, land management, surface engineering.

Materials: Cassettes, films, filmstrips, posters, possible guest speaker.

Procedure: Use materials above, reinforce with class discussion.

Results: With marine engineering film, there was a great interest on the part of the students. With filmstrips on Ecology, there was a disinterest since they hear this everyday.

Evaluation: The films seem to be very good. Keep up the good work.


CHEMISTRY
Bacteriologist 041.081
Surgeon Physician 070.101
Chemical Engineer 008.081
Biochemist 041.081
Veterinarian 073.108
Zoologist 041.081
Osteopath 071,108
Research Chemist 022.081
Chiropodist 079.108
Atomic Scientist 021.088
Research Nutritionist 077.081
Pharmacist 074.181
Dentist 072.108
Geologist 024.081
Metallurgist 011.281
Scientific Helper 199.384
Ceramic Engineer 066.081
Science Teacher 090.228
Forrestry 040.081
X-Ray Technician 199.381
Paint Chemist 022.081
Artist 141.081
Laboratory Technician 029.181
Stationary Engineer 950.782
Annealer 573.885 Welder 810.884
Detective I-376.868
Photographer 143.062
Exterminator 389.884
Electroles Plater 505.884 Lithographer 971.281
Assayer 022.281
Chemical Processing Plastics 559.130
Chemical Salesman 266.258
Criminological Chemist 054.088

Introduced by: Pat Rice

Subject: Chemistry

Goal: To initiate an indepth study of one career interest.

Career Education Objectives:

To use resources available through the high school to seek out career information.
To learn what school preparation is necessary for the career.
To provide an opportunity for students to evaluate a career choice.
To offer students a chance to meet persons who are engaged in the career of their choice.
To provide an opportunity to visit the place of work and learn what a typical day is like.

Procedure: Pre-planning - Science Orientation

1. Relate science to your career choice. Identify the science of sciences that you think might be related to your career choice.
2. Define the science as it relates to your career choice, eg. Biology.
3. Select one school in Connecticut that would offer you a training program in the career you have chosen.
   a. Name the school
   b. Describe the length of the program
   c. List the science courses you would take throughout the program until you complete your degree

Pre-planning - Cluster Selection (See Appendix 9)

1. Identify the cluster under which your career falls.
2. Select another career within your cluster that you might wish to explore.
3. Provide handout that shows the relationship of jobs in a Job Family and that explains the training requirements necessary to prepare for the job.
4. Develop interview questions that are designed to elicit the relationship between the career and science.
5. Write for materials.
6. Work with two different catalogs during class.
7. Work in the guidance office.

Core of the Program

1. Career Speaker Presentations - apply interview technique.
2. Internship Experience - a day or half day. Time spent on the job with a person who has made a career choice similar to one the student is considering.

Results:

1. The students will be able to name two sources of printed materials that offer career information.
2. Students will be able to name one school that will prepare them for the career of their choice.
3. Students will have obtained realistic information about the career and thus will be in a better position to assess their suitability.

(Continued on next page)

(Continued)

4. The Exploration Day Program will give students a chance to "try out" their career choice.

Evaluation: Students will select one of the following options or will contract for a plan that interests them:

a. Conduct a seminar - students within a class would share their findings about jobs within a specific cluster with other members of the class.
b. Compare and contrast the information gained from
   1. printed material you have written for.
   2. career speaker presentation.
   3. exploration day experience.
c. Illustrate the need for a knowledge of science as it relates to a Job Family within the cluster.
d. Look through the paper for one week for possible job openings in your field of interest.
e. Develop your own contract.

Introduced by: Pat Rice

Subject: Chemistry

Goal: To conduct a student forum on energy.

Career Education Objectives:

To develop an awareness of the sources of energy.
To discuss possible new sources of energy.
To analyze reasons for the energy crisis.
To discuss current energy problems.
To present ideas for job possibilities in the energy field.

Procedure:

1. Students read the energy pamphlet provided by CL&P.
2. Students collected articles from magazines and newspapers that indicated that there was an energy problem.
3. Students raised issues that concerned them during a speaker's presentation.

Results:

1. Students were able to state three areas where there is currently an energy problem: example, coal industry, oil, electric billing.
2. Students will be able to list five possible sources of energy.
3. Students will identify four sources of yet untapped energy.
4. Students will name two job possibilities in the energy field.

Introduced by: Pat Rice

Subject: Chemistry

Goal: To explain the role of the utility in environmental control.

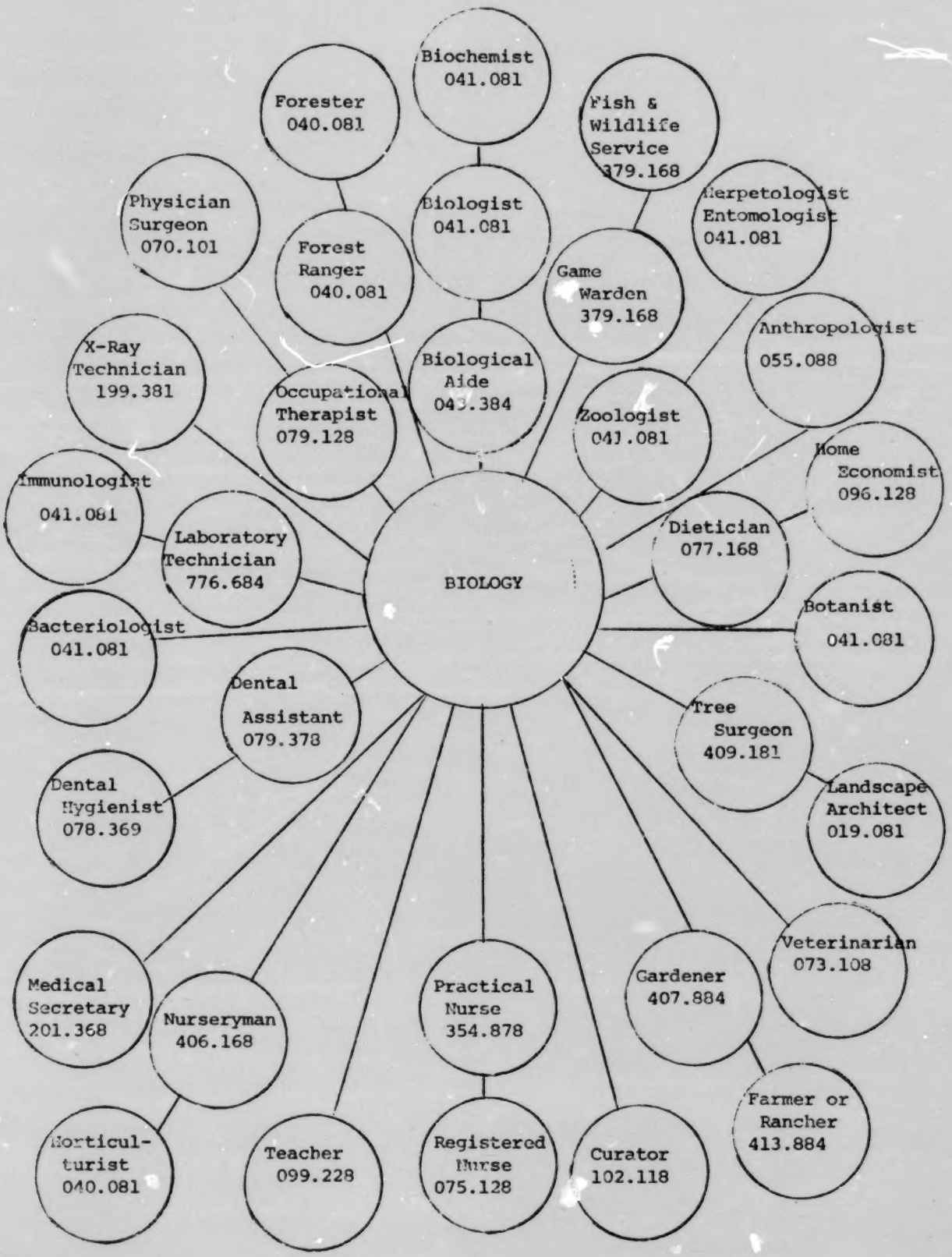
Career Education Objectives:

To summarize Nixon's Environment Message to Congress in 1971.
To discuss the methods being developed by Connecticut Light and Power and Northeast Utilities to provide power needed for the future without damaging the environment.
To show how technology has caused the pollution problem and that technology will solve the pollution problem.
To discuss ways that the individual pollutes the environment.
To talk about what Connecticut Light and Power is doing to preserve the quality of air and water.

Procedure:
1. Speaker presented the topic "The Utility and the Environment".
2. Students reacted to the ideas.

Results:
1. Students will be able to identify two things being done by Connecticut Light and Power to preserve the quality of air and the environment.
2. Students will be able to apply what they have learned about nuclear energy to the nuclear reactors that are being built to generate energy.
3. Students will be able to give two examples of how technology is answering the pollution problem.
4. Students will list three ways that they pollute the environment.

Evaluation: Students were asked to evaluate the speaker's presentation in terms of its usefulness to them. They were also asked to make suggestions for future presentations.


BIOLOGY
Biochemist 041.081
Forester 040.081
Fish & Wildlife Service 379.168
Physician Surgeon 070.101
Biologist 041.081
Herpetologist Entomologist 041.081
Forest Ranger 040.081
Game Warden 379.168
Anthropologist 055.088
X-Ray Technician 199.381
Biological Aide 049.384
Occupational Therapist 079.128
Zoologist 041.081
Home Economist 096.128
Immunologist 041.081
Laboratory Technician 776.684
Dietician 077.168
Botanist 041.081
Bacteriologist 041.081
Dental Assistant 079.378
Tree Surgeon 409.181
Dental Hygienist 078.369
Landscape Architect 019.081
Veterinarian 073.108
Medical Secretary 201.368
Nurseryman 406.168
Practical Nurse 354.878
Gardener 407.884
Farmer or Rancher 413.884
Horticulturist 040.081
Teacher 099.228
Registered Nurse 075.128
Curator 102.118

Introduced by: Michael Tolisano

Subject: Environmental Biology

Goal: To instill in the students the idea that they must some day choose a career.

Career Education Objectives:
Given several choices in the field of conservation, the student should be able to evaluate the careers.

Materials: Filmstrip and cassette tape on "Careers in Conservation".

Procedure:
1. Introduction to filmstrip contents.
2. Show filmstrip with cassette tape.
3. Discuss various aspects of it.

Results: Students enjoyed the filmstrip. Many were enlightened about careers in the field of conservation. Many asked what they must do in order to pursue the career.

Evaluation: They seemed to see that not just "any" job is a good job. The film was good for them.

Introduced by: Dennis Siegmann

Subject: Biology

Goal: To start the students thinking about different careers which they might consider going into after high school.
To show a relationship between biology and careers.
To help the students mature.

Career Education Objectives:
To familiarize the students with the career program in the school as a means of obtaining information on careers.
After studying the unit on careers, the student should be able to write a 5-7 page report on the career they chose, following a specified format.

Materials:
1. Make arrangements to visit the Career Office in the school.
2. Booklets or pamphlets from various school.
3. Materials in the Career Office.
4. Handout of guide questions to be answered by using the Career Office (See Appendix 10).

Procedure:
1. Visit Bristol Hospital and tour different parts of the hospital discussing with employees the various job opportunties.
2. Tour Career Office and introduced to the personnel in the office.
3. Write away to colleges for information about the programs offered.
4. Write written report.

Results: Turn in finished report.

Evaluation: The student should decide what career they might consider going in to and by utilizing the Career Office they will hopefully write a well planned paper on their career.

Introduced by: Louise Wesolowski

Subject: Biology

Goal: To stimulate thinking in terms of a career.
To aid in future course selection.

Career Education Objectives:
To have students see a hospital, hear from people in the hospital, what their jobs entail, expose them to health careers other than the obvious ones of nursing and doctoring.
To expose them to the attitudes of hospital personnel.

Procedure:
1. Met in the hospital auditorium.
2. Were taken in a group to laundry, kitchen, labs, x-ray, inhalation therapy, physical therapy, and central supply areas.

Results:
1. Two students have made applications to two separate programs (x-ray and inhalation therapy).
2. Amazement at the pride the personnel have in their tasks, <u>well</u> performed.
3. Awed by the responsibility carried by all personnel.

Evaluation: An excellent activity, students wrote a brief evaluation. Also, they were pleased with the insight they had gained.

Introduced by: Louise Wesolowski

Subject: Biology

Goal: To stimulate thinking in terms of a career biologically oriented.

Career Education Objectives:

To have students hear first hand the education required to become a pharmacist.

To have them able to question directly about the areas of pharmacy, retail, hospital, etc.

Procedure: Students were given an assignment to prepare questions on the career of pharmacy.

Results: Pharmacist was excellent, he was able to stimulate very few in questioning.

Evaluation: Unfortunate to take speaker into the building in this manner. It was more effective when students who selected to hear about pharmacy comprised half of the audience. It is a more effective approach for the speaker and those in attendance.

Introduced by: Winston Carter

Subject: Biology

Goal: To familiarize students with jobs held by persons who are trying to resolve environmental issues in Connecticut.

Career Education Objectives:

To show the present and future accomplishments in pollution control.
To show why nuclear plants are more efficient, economical, and environmentally compatible than steam plants.
To illustrate the need to find solutions to pollution caused by conventional electric generation.
To show how electrical energy is being put to work to combat pollution.
To show the importance of the Connecticut River to the people of Connecticut.

Materials: Films

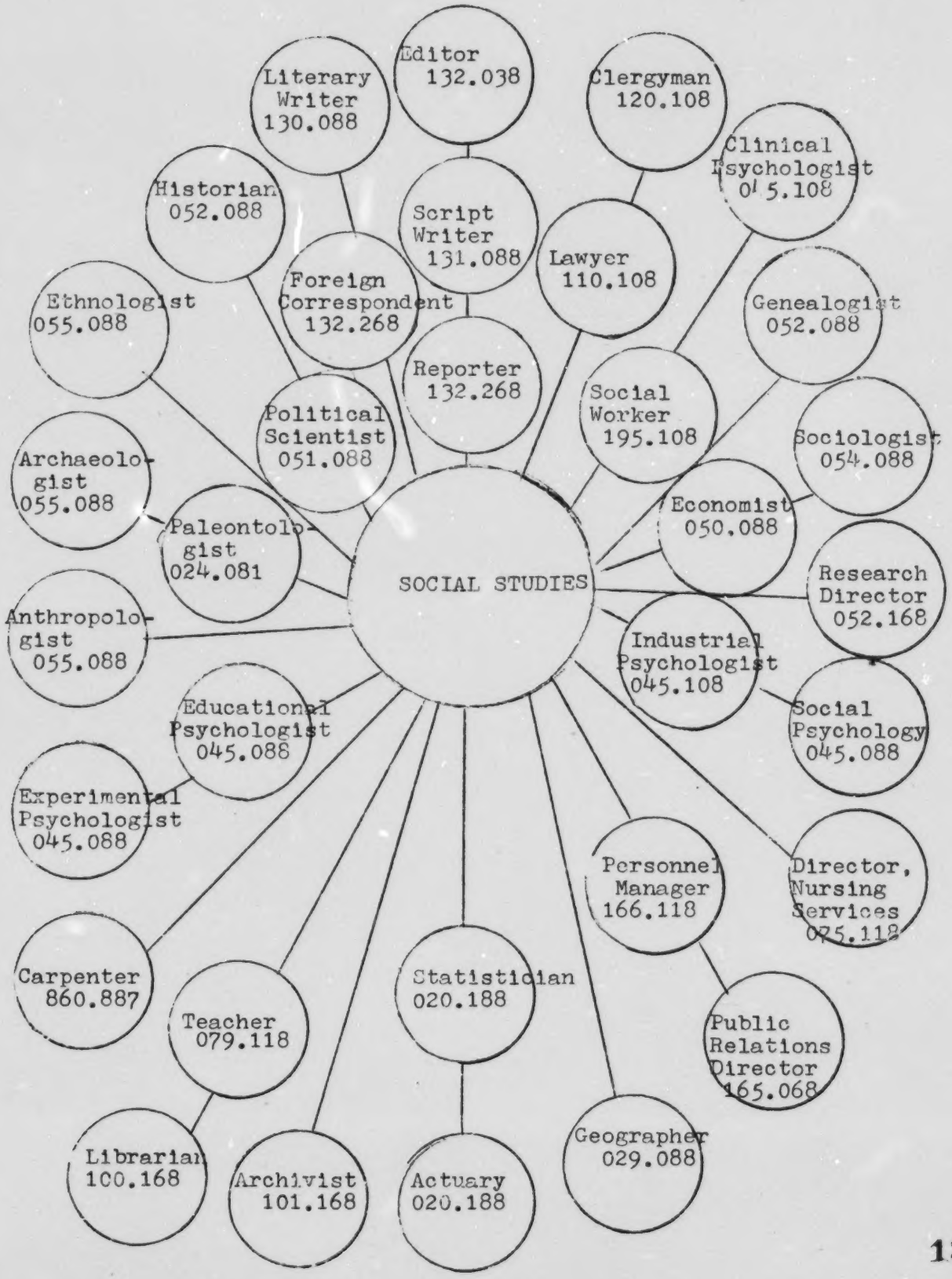
Procedure:

1. To discuss the problem of pollution.
2. Show the films as they are scheduled.
3. Have the students evaluate the films as they are shown.
4. Relate the issues presented in the five films to one another.
5. Identify two careers from each film that are held by persons who are involved seeking answers to the pollution problem.

Results:

1. Students will be able to discuss what is being done by the State of Connecticut to resolve pollution problems.
2. Students will be able to give one reason why the Connecticut River is important.
3. Students will be able to name jobs held by two persons who are trying to resolve environmental problems.

Evaluation: Student responses to each of the film showings will be analyzed.


SOCIAL STUDIES
Editor 132.038
Literary Writer 130.088
Clergyman 120.108
Clinical Psychologist 045.108
Historian 052.088
Script Writer 131.088
Lawyer 110.108
Ethnologist 055.088
Foreign Correspondent 132.268
Genealogist 052.088
Reporter 132.268
Social Worker 195.108
Political Scientist 051.088
Sociologist 054.088
Archaeologist 055.088
Economist 050.088
Paleontologist 024.081
Research Director 052.168
Anthropologist 055.088
Industrial Psychologist 045.108
Educational Psychologist 045.088
Social Psychology 045.088
Experimental Psychologist 045.088
Personnel Manager 166.118
Director, Nursing Services 075.118
Carpenter 860.887
Statistician 020.188
Teacher 079.118
Public Relations Director 165.068
Librarian 100.168
Archivist 101.168
Actuary 020.188
Geographer 029.088

Introduced by: Ellen Stewart

Subject: U.S. History

Goal: To bring in persons whose jobs center around the protection of human rights.

Career Education Objectives:

To identify types of cases handled by a criminal lawyer and a public defender.
To learn what rights of the human person are most commonly defended by a lawyer.
To learn why each person selected his particular phase of law.
To relate human rights commonly defended by lawyers to human rights as defined in the constitution.
To learn the role of the lawyer in the courtroom.

Procedure:

1. Discuss human rights as they are spelled out in the Constitution.
2. Bring in persons whose job it is to defend human rights.

Results:

1. Students will learn what motivated each lawyer to choose a career in law.
2. Students will be able to compare work done by a public defender with work done by a criminal lawyer.
3. Students will be able to list two responsibilities of the lawyer in the courtroom.
4. Students will be able to compare rights stated in the Constitution with rights defended by lawyers.

Introduced by: Gwen Czertak

Subject: Economics

Goal: To relate topics studied in Economics to career opportunities that are related to specific issues dealt with in class.

Career Education Objectives:

To develop an awareness that some jobs are affected by economics, eg. inflation - banking, real estate.

To broaden career awareness.

To examine the part that labor unions may soon play in the lives of the student.

To discuss careers where a background in economics would be a must.

Procedure:

1. Develop the topics to be covered from September through January.
2. Request speakers (See Appendix 11).

Results:

1. Students will be able to list two topics discussed in economics and will be able to relate two careers to that topic.
2. Students will be able to list four careers where a knowledge of economics would be required.
3. Students will be able to outline the steps in applying for membership for a labor union.

Evaluation: Students will complete a program evaluation at the end of the semester.

Introduced by: Gwen Czertak

Subject: Economics

Goal: To discuss union procedures at Bristol Brass.

Career Education Objectives:
To explain the different kinds of unions.
To discuss grievance procedures.
To learn the application process.
To explore management's role in the union.
To understand what constitutes a violation in the shop.

Procedure:
1. In a previous class, teacher gave an overall presentation on unions.
2. Speaker presented the union concept as it applied to Bristol Brass.

Results:
1. Students were able to list the four kinds of unions in Bristol.
2. Students reviewed the Labor Contract for Bristol Brass and can explain the Management clause.
3. Students can list the steps involved in a grievance procedure.
4. Students know what Bristol Brass expects of its new employees in terms of union involvement.
5. Students know the kinds of things union leaders lobby for.

Evaluation:
1. Students discussed their reactions to speaker's presentation.
2. Students completed projects on labor unions.

Introduced by: Gwen Czertak

Subject: Comparative Systems

Goal: To explain job opportunities in a local supermarket.

Career Education Objectives:

To learn how to apply for a job.

To develop an awareness of the kinds of jobs that are available part time to high school students and full time to high school graduates.

To discuss salaries for the specific jobs.

To see the operations of various departments, eg. advertising, produce, meats, cashiers, bookkeepers.

To show that it is helpful to have an interest in Math and people when working in a supermarket.

To develop an appreciation for the services a supermarket provides its customers.

Materials: Bus

Procedure:

1. Students viewed a movie that depicted jobs available at a supermarket.
2. Students toured the store and talked with department heads.
3. Students will evaluate the experience.

Results:

1. Students were able to list four departments in a grocery store.
2. Students can explain how to get a job in a supermarket.
3. Students can name two operations that go on below the main floor.
4. Students can give two reasons to show that it might be helpful to have some Psychology background before working in a supermarket.
5. Students can discuss the advantages and disadvantages of work in small supermarkets vs. a large chain supermarket.
6. Students can describe how a supermarket is run.

Evaluation: Students wrote paragraphs describing what they learned from the trip.

Introduced by: Joseph Casorio

Subject: Sociology

Goal: To have students become familiar with factory conditions:
1. social system
2. social pressures (discipline)
3. jobs
4. the role of the union steward
5. labor-management relations

Materials: Speaker

Procedure: 1. Presentation on factory system, contracts, discipline.
2. Question and answer period.

Results: Good discussions, many questions asked on part of students. Much student interest!

Evaluation: Good presentation; bring back again!

Introduced by: Joseph Casorio

Subject: Sociology

Goal: To introduce students to the role of a marriage counselor and to become aware of some of the problems that contribute to the high divorce rate.

Career Education Objectives:
Same as above.

Materials: Speaker

Procedure: Initial presentation followed by discussion period.

Results: Successful discussion: Student participation in form of comments and questions regarding marriage and divorce.

Evaluation: Good exposure for students. Will use again.

Introduced by: Gwen Czertak

Subject: Sociology

Goal: To examine careers in the Public Service Cluster.

Career Education Objectives:

To examine what motivates people to want to help other people.
To study the problems that people have that create a need for social service agencies.
To learn the function of community agencies.
To know what segment of the population is serviced by each agency.
To learn about career opportunities within social agencies.
To develop a bulletin board display that depicts persons in Bristol who work in social service agencies.

Procedure:

1. Outline dates for speaker presentations.
2. Request speaker.
3. Take photographs.
4. Write captions.

Results:

1. Students will be able to identify two social service agencies in Bristol.
2. Students will develop a common definition for career MOTIVATION in the direction of social service agencies.
3. Students will be able to identify five careers in the Public Service Clusters.
4. Students will develop their way of depicting the people who work in social service agencies in Bristol.

Evaluation: At the end of the semester, the students will complete an evaluation.

Introduced by: Art Mocabee

Subject: Community Studies

Goal: To examine the physical environment at Bristol Eastern High School.

Career Education Objectives:

To identify areas in the school that need to be cleaned up.
To make recommendations regarding positive actions students could take to change the environment at Bristol Eastern.
To discuss reasons why students might lose pride in maintaining the school environment.

Materials: Paint - 1 gal. red, 1 gal. white, 1 gal. blue, and 1 pt. black.

Procedure:

1. Survey the school to see what areas need paint.
2. Support of the project needed the support of Mr. Smith from the Board of Education.
3. Students decided on three areas that needed paint - the soccer kick board, benches, and cigarette cans.
4. Students will paint the areas.
5. Students needed to learn how to mix paint to get the color they wished.

Results:

1. The students were able to list five areas at Bristol Eastern High School that needed improvement.
2. Students became familiar with a color wheel.
3. Students painted the soccer kick board, benches, and cigarette cans.

Evaluation: Students completed the paint job and were satisfied with the improvements.

Introduced by: Art Mocabee
Velma McAuliffe
Beryl Josephson

Subject: Community Studies

Goal: To expose students to career opportunities in a number of clusters: Health, Construction, Transportation, Environment, Business, Fine Arts, Personal Services.
To develop an awareness that different kinds of persons do different kinds of work.

Career Education Objectives:
To introduce the students to the cluster which the career speakers represent.
To identify places of employment in Bristol.
To select a place of employment or a school that offers the training they need to enter the job.

Procedure:
1. Students will meet with a coordinator to draw up interview questions, select career clusters, and design a follow-up activity.
2. Speakers will make their presentation.
3. Students will display via bulletin board the place of employment and the cluster to which the job belongs.
4. Students will review the interview procedure when they play back the video tape.

Results:
1. Students will apply what they have learned from career speakers to their present English, Mathematics, and Social Studies classes.
2. Students will become aware of Bristol employers.
3. Students will identify with one speaker and select a place to do an internship.

Evaluation: Students will select a career speaker and relate the facts obtained in the interview to their Math, English, and Social Studies classes.
a. Mathematics: Take weekly salary and budget it.
b. English: Students will make an entry in their journal that will describe their feelings about one career speaker.
c. Social Studies: Students will set up a display case entitled "Who's in Bristol?". Students will make a design representing the cluster. Pictures of the career speakers who represent the career in the cluster will be placed with cluster design.
d. Where possible, the students will serve an internship with one speaker.
e. VTR equipment would be used to capture the career speaker interview and replayed to develop interview technique.

Introduced by: Mr. DeLuca

Subject: Community Studies I

Goal: To teach the student a marketable skill in photography.

Career Education Objectives:
To learn the basic principles of photographic art.
To understand the principles of lighting.
To achieve a set of photo taking skills.
To learn how to develop film.
To learn how to use differing processes and papers in developing.

Materials: Kodak film, photosensitive light paper

Procedures:
1. The students will learn how to make photograms. This is an exercise in light and dark using Studio F or Blueprint papers to create a blacked out image through light exposure. Photograms can be used to make bulletin board displays.
2. Students will build pinhole cameras and understand how they work.
3. Students will use a pinhole camera or another camera to do a picture and slide study of how BEHS or City Hall operates.
4. Students will learn to develop film in a tank and in a dark room.
5. Students will mount pictures for a display.
6. A professional photographer will come in to exhibit some of his work and to explain the art of photography from a career viewpoint.

Results:
1. Students will show some understanding of photographic skills.
2. Students will grow in self-awareness and self-confidence as each one produces a tangible product.
3. Students will be able to discuss the requirements for becoming a professional photographer.

Evaluation: The student's work on display in any form will serve as an evaluative device. The overall program evaluation will depend upon how many students improve other classroom skills as a result of their photographic work.

Introduced by: Beryl Josephson
Velma McAuliffe

Subject: Community Studies I

Goal: To involve each student in a volunteer work program.

Career Education Objectives:

To provide a stimulus for academic learning.
To give the student realistic career exposure.
To provide an environment that may lead to increased self-confidence for individual participants.
To develop a sense of responsibility.
To develop an awareness of the needs and interests of others on the work site.
To contribute to skill development.

Procedure:

1. Students completed an application form (See Appendix 12).
2. A list of possible volunteer work sites was established.
3. Based on the students' interest, the students met with their probable supervisor to learn the function of that agency and the responsibilities that a student volunteer would be expected to assume.
4. BEHS staff and the agency supervisor screened the applicants and made assignments to the various programs.
5. Students begin their volunteer work assignment.

Results:

1. Students will name three other jobs handled by persons in the agency.
2. Students will experience personal growth in their interaction with adults.
3. Students will experience the sense of satisfaction that comes from helping others.
4. Students will learn how the agency they work for functions.
5. Students will be able to name five skills that they developed as a result of volunteering.

Evaluation: At the conclusion of the program, the student will evaluate the agency and the agency will evaluate the student.

Introduced by: Thomas Chauvin

Subject: Volunteers in Action

Goal: To study local service agencies in order to understand each agency's goals and the requirements that the agency establishes for volunteers.

Career Education Objectives:

To invite persons from social service agencies into the classroom in order to:

a. learn about the philosophy and the function of each agency.
b. acquaint the students with career possibilities in the agency.
c. present the agency's need for student volunteers.

To provide field trip experiences that will:

a. allow the student to witness the day to day working of the agency.
b. give the student an opportunity to identify the speaker with his place of work.

To develop an awareness and understanding of the needs of persons who use social service agencies, ie. mentally retarded, Red Cross, physically handicapped, Day Care, emotionally disturbed.

To enable the student to collect enough information about each agency so that his decision to volunteer is based on what he has experienced.

Results:

1. Students will be able to name three social service agencies and will be able to state the function of each agency.
2. Students will be able to select two social service agencies and will be able to identify the needs of the clients they serve.
3. Students will select one agency and be able to name three other career opportunities with that agency other than the career held by the speaker.
4. The student will select an agency with whom they wish to volunteer time.

Student Volunteer Sites

AGENCY	NUMBER
Bristol Day Care Center	4
Red Cross Drivers	2
Medical Lab Technician Assistant	1
Forestville Nursing Home	2
Wheeler Affiliates Hot-Line	1
Tutoring	1
Friendly Visitors	1
Barnes Nature Center	1
Forestville Boy's Club	1

Evaluation: To be completed in January with regard to the classroom phase.

Introduced by: Thomas Chauvin

Subject: Volunteers in Action

Goal: To show how the Red Cross handles blood donations as blood returns from bloodmobiles.

Career Education Objectives:

To observe the steps in procedure for conducting a bloodmobile.
To understand the urgency for giving blood.
To see what is done with the blood.
To feel the importance of a bloodmobile.
To gain information about blood.
To learn about the jobs of the people who volunteer and the paid employees of the Red Cross.

Materials: Pamphlets and movie from Red Cross, field trip

Procedure:

1. Two speakers from the Red Cross chapter in Bristol discussed with students the structure of the Red Cross, defined volunteer services provided by the Red Cross to the community, need for blood, and the steps in conducting a bloodmobile.
2. Students viewed film that is shown to potential donors.
3. Students visited the Red Cross Headquarters in Farmington.
4. Students conducted their own bloodmobile.

Results:

1. Students became aware of team effort that makes for smooth functioning of a bloodmobile and smooth operation of the Red Cross Headquarters.
2. Students know the different type of lab technicians that work in the area of hemotology.

Introduced by: Tom Chauvin

Subject: Volunteers in Action

Goal: To offer the student an opportunity to volunteer.

Career Education Objectives:

To provide students with opportunities to explore future career oriented experiences.
To learn to appreciate and relate to persons of different ages.
To understand the daily problems faced by those less fortunate.
To present students with avenues to apply their individual talents, interests, and strengths.
To increase the student's self-confidence.

Procedure:

1. The student will participate in all phases of the classroom exposure to social service agencies.
2. The student will complete an application for the volunteer program.
3. The classroom teacher confers with students and together they develop an appropriate area for volunteering.

Results:

1. Students will gain an understanding of their importance to the welfare of others who need their services.
2. Students will realize the emotional gratification that comes from helping others.

Evaluation: At the completion of the volunteer program, the student volunteer and the participating agency will evaluate the program.

SPECIAL EDUCATION

Introduced by: Caryl McIntire

Subject: Special Education

Goal: To expose students to the Public Service Cluster. To learn how services provided by the Bristol Water Department are important to the City of Bristol.

Career Education Objectives:
To learn how a water treatment plant operates.
To learn the procedure for filtering water.
To talk with workers in the plant about the work they do.

Materials: Bus for the tour.

Procedure:
1. Students discussed the services that the City of Bristol provides its citizens.
2. Students talked about jobs available in the Public Service Cluster.
3. Students took a trip to the Water Treatment Plant.
4. Students were able to identify three jobs performed by persons working for the Water Department.
5. Students wrote a paragraph describing the water treatment process and showed how public service jobs are related.

Results:
1. Students saw the process water goes through before it is piped into the home.
2. Students gained a knowledge of jobs available in a treatment plant.

Evaluation: Students identified with a job they felt they might like to do in a Water Treatment Plant, eg. Diesel Motor Operator, Scientist, Electrician, Manager, Foreman, Food Service.

Introduced by: Richard Shaw

Subject: Special Education

Goal: To prepare students for a job interview.

Career Education Objectives:

To discuss the importance of good manners and conduct at an interview.
To talk about ways to handle difficult questions that may be asked on the job.
To learn how to contact an employer.
To discuss ways of making a good impression.
To learn how to sell the strong points about yourself.

Materials: The World of Work Tape Series
The following tapes will be used: Contacting Job Interviewers, Making a Good Impression, Selling Yourself, and Handling Difficult Questions.

Procedure:
1. Discuss the topic before the tape is played. List responses on the board.
2. Play the tape. Stop the tape after each response and compare the response with student responses.
3. Write answers to review questions at the end of the tape. Answer any student questions.

Results:
1. Students know how to contact an employer.
2. Students have identified two good things about themselves that they want to sell to an employer.
3. Students can list three ways of making a good impression.

Evaluation: Effectiveness of the program will be judged on student response to the review questions.

Introduced by: Richard Shaw

Subject: Special Education

Goal: To investigate jobs available in Bristol.

Career Education Objectives:
To learn about job opportunities in Bristol.
To think about the question "What will you do when you leave school?"
To learn how to apply for a job.
To study job requirements.
To learn how to use the career information available in the guidance office.

Procedure:
1. Students will take the Kuder Interest Survey.
2. Students will select jobs that interest them.
3. Job choice will be related to personal choice and interest area on the Kuder.
4. Students will see if the jobs they listed can be found in Occupational Awareness Mini-Briefs.
5. Study the job to learn about working conditions, hours, salary, job demand.

Materials: Occupational Awareness Mini-Briefs. Information on careers available in the guidance office.

Results:
1. Students will select two jobs that interest them.
2. Students will identify one source for locating career information.
3. Students will complete an application for a job.
4. Students will list the job requirements for the job they have selected.

Evaluation: Students will respond to the following questions:
1. What job have you chosen? Why?
2. What is the name of the company in Bristol that would offer you that job?
3. What are some advantages and disadvantages of the job you have selected?

APPENDIX

Bristol Eastern High School
632 King Street
Bristol, Connecticut 06010
October 11, 1974

Dear

We appreciate your willingness to interview freshmen students in Mrs. Cimadon's General Business classes. Students will be discussing their present career interest with you. Enclosed is a copy of the questions the students have devised. It is hoped that both you and the student will profit from this sharing experience.

Sincerely,

Kathleen Quinn
Career Guidance Specialist

KQ/dl

Enclosure

CAREER INTERVIEW QUESTIONS

I. Hours
   A. How many hours do you work a day?
   B. Day or night work?
   C. Full time or part time?
   D. Is overtime necessary?
   E. What is the overtime pay rate?

II. The Job
   A. What do you do?
   B. Is it easy or hard?
   C. Monotonous?
   D. Is the field open at this time?

III. Wages
   A. How much money can I expect to make in the field? Yearly salary?
   B. Hourly wage or salary?
   C. Commissions? Tips?
   D. Are there union dues or any other types of expenses I must pay?
   E. How long before I get a raise and how much would it be?

IV. Training
   A. What kind of schooling do I need? College? High School? Other?
   B. What special skills are required? Typing? Shorthand? Bookkeeping?
   C. Do I have to be specially trained?
   D. Does the company pay for training after employment?
   E. On the job training?
   F. With more schooling will I get more raises?

V. Tools and Uniforms
   A. Do I have to wear a uniform? What kind of uniform?
   B. Do I have to buy the uniform or does the company supply them?
   C. If no uniform, is the dress formal or casual?
   D. Do I need special tools for the job? If so, what kind?
   E. Do I have to pay for my own tools or does the company supply them?

VI. Vacations
   A. How many vacations do I get per year? Paid vacations?
   B. How many holidays do I get per year? How many paid holidays?
   C. How long are the vacations?
   D. Is there a shutdown during vacations?

VII. Location of Business and Transportation
   A. Is the company located throughout the country and world?
   B. Will I be expected to move? Will I have to travel?
   C. Do I have to drive to get to work or are there company apartments I can rent nearby?
   D. Are the company offices located in the cities or in the suburbs?
   E. Will the job involve business travel?
   F. Does the travel involve only travel within the company?
   G. Who covers the cost of travel expenses and how?
   H. Is there parking nearby? Is it free?
   I. Will I be reimbursed for gas costs?
   J. Will I be required to run errands on a moment's notice?
   K. If I must travel quite a distance, does the company arrange for car pooling?
   L. If I must move, will the company pay moving expenses?

VIII. Age Requirements
- A. How old do I have to be? Are there minimum and maximum age requirements?
- B. What is the retirement age?
- C. Is there an age requirement for just certain types of jobs?

IX. Discrimination
- A. Is there room for the handicapped?
- B. Are good physical features an asset?
- C. How does the company feel about women's lib?
- D. Are there any restrictions because of race, color, religion, or sex?
- E. Do I have to belong to the union if there is one?
- F. Does the length of a person's hair make a difference?

X. Advantages and Disadvantages - Benefits
- A. Can I come in late? If late, do I get docked time for pay purposes?
- B. Do I get personal time for good attendance? Earned days?
- C. Do I get breaks? How long are the breaks?
- D. Is there a company nurse in all company offices?
- E. How many sick days am I allowed? With pay?
- F. How long is the lunch hour? Can I get lunch at the company or must I go out to eat or bring my own lunch?
- G. If there is a cafeteria, do they serve hot meals and what are their prices like?
- H. Can you get supper at night when you are working overtime?
- I. Can you smoke in the building? Are there smoking restrictions?
- J. Is the company carpeted? Heated? Air conditioned?
- K. Does the company supply pensions? What are other retirement benefits?
- L. Does the company supply insurances? (life, health, medical, dental)
- M. Are the hours reasonable?

XI. DO YOU RECEIVE PERSONAL SATISFACTION FROM YOUR JOB?

QUESTIONNAIRE

Regarding interest area, specific job, duties, salary, future advancement, benefits, advantages and disadvantages, and educational requirements.

Life inventory questions on abilities and likes and dislikes.

FILM - VALUE CLARIFICATION

The Fascinating World of Secretaries. The following values were rated on a 1-10 scale as follows:

Homelife	10	Advancement	6
Security	10	Creativity	5
Variety	5	Status	4
Wages	4	Influence	3
Responsibility	8		

Student first rated the above values in relation to how important he felt they were to him. After the film, there was a discussion of the various ratings of values.

TRANSPARENCIES - DIAGRAM OF PURCHASING IN BUSINESS

The purchasing process and the business forms involved were discussed through homemade transparencies, using a possible situation that may arise on the job.

BULLETIN BOARDS

Students helped to create bulletin boards on careers related to typing and on typing legal documents and Bristol area company forms.

APPLYING FOR A JOB

Students must choose an ad from a newspaper and write a resume and personal letter of application for the job.

Role playing was used for interviewing situations.

SPEAKERS

Several business colleges have had representatives speak on careers in business, law, and medicine as well as inform students about their colleges.

FIELD TRIP

A field trip is planned to UConn Health Center, students have selected a specific occupation and hope to spend an hour speaking to an individual about their job.

BRISTOL
CAREER EDUCATION

1. Think about your feelings.
2. Summarize your feelings by using the questions listed below.
3. Write a response to each question.

1. What is there about me that might or might not make me interested in the duties and responsibilities of the job?

2. Would I really like this job?

3. Would it be fun or boring?

4. Would it make me feel important? And is that important to me?

5. Would I make a lot of money? How important is that to me?

6. Could I find this kind of work in all communities? Or is it specialized to certain areas?

7. Why is this job necessary?

8. What do you think the possibilities of advancement are?

THE LETTER OF APPLICATION

The most generally approved technique involves a brief covering letter plus a detailed resume or data sheet in outline form. Your letter should contain the following information:

1. The title of the position for which you are applying.
2. Why you are interested in this particular position--you want a job that lets you meet people, you are intrigued by the firm's products, and so on.
3. A reason why you feel you could contribute something to the business. For example: you've been told you have a knack for dealing well with people. Or if the ad indicates that transcribing or letter writing is part of the work, you might mention that you have a sound background in English grammar or have won awards for your shorthand or typing skill. If the ad lists "good at figures" as one of the requirements, emphasize your mathematical ability. Ask yourself, "What is this employer looking for? What abilities would be helpful to someone in his business or profession? What qualities do I have that he would value?"
4. Mention your resume.
5. A closing sentence concerning your availability for an interview.

THE RESUME OR PERSONAL DATA SHEET

Your resume or personal data sheet should be typed--never use a carbon or duplicated copy of any sort--and should fit on one page if possible. It should be arranged in neat, easy-to-read outline form and should provide the following information:

1. Your name, address, and phone number.
2. The position for which you are applying.
3. Your education (high school, business school, and/or college). List your most recent schooling first, mentioning the years you attended. Indicate the type of course or major.
   a. Subjects studies. List the subjects that might relate to this job. Include your typing and shorthand, any language courses, and any subjects that might specifically pertain to the work (science courses for a drug firm, economics and mathematical courses for a bank).
   b. Awards and activities. What activities did you participate in at school? Were you an officer of any organization?
4. Experience. Include any previous employment, beginning with the most recent. Give the dates of employment as well as a brief description of the type of concern and your duties. If you have never worked in a business office before, don't sell yourself short and classify yourself as having no business experience. Did you work on your school newspaper or yearbook? Were you secretary or treasurer of your class or a club?
5. Personal information. Include your age, height, weight, marital status, and any other pertinent personal information.

6. References. Include names of perhaps a teacher, your minister, and a professional or business man. Give the complete addresses and phone numbers of references. You will, of course, obtain permission in advance from these people before using their names.

THE INTERVIEW

The interview is perhaps the most important event leading up to getting a job; therefore, you should prepare for it ahead of time. Be sure you know the exact place and time for the interview, the full name of the company, and the full name of your interviewer. Do some research on the company interviewing you so that you understnad its products and services. Be prepared to answer questions about yourself and your long-range plans. When you go for the interview, dress conservatively and in good taste--avoid too much jewelry, too much make-up, and NO denim jeans! Plan to arrive for the interview at least 15 minutes early. As you put your best foot forward, the following suggestions should be helpful to you:

1. Relax! It is normal for many people to be nervous at an interview. However, you should avoid nervous gestures with your hands. A pleasant smile helps a lot and takes the scared look off your face.
2. Don't chew gum and don't smoke.
3. Let the interviewer take the lead. Answer his questions in a friendly and sincere manner. Be honest in all your answers. Don't answer with just yes or no, but don't talk too much. Most interviews only last 20 to 30 minutes and the interviewer may have several questions to ask which will require longer answers. Stick to the subject at hand. Don't let yourself wander away on a tangent.
4. Conduct yourself as if you are really interested in working for his company and that you appreciate the opportunity he is giving you to present your case, and that you realize the demands on his time.
5. Most interviewers will ask if you have any questions about the company or the job for which you are applying. Be prepared to ask one or two questions, but don't ask so many he will think you are afraid to work or are hesitating at the thought of joining his company.
6. Be alert to signs from the interviewer that the interview is almost over. He may look at his watch, stand up, or make a comment about calling you within a few days. Don't be too discouraged if no definite offer is made or no specific salary discussed. If you still want the job, sum up your interest briefly, tell him you are interested, and be certain to thank him for his time and consideration of you.
7. If the job is offered to you on the spot and you are absolutely sure it is the one you want, accept it with a definite yes. If you have the slightest doubt, be courteous and tactful in asking for time to think it over. Try to set a definite date when you can provide an answer and then follow through.
8. It is not necessary to write a "thank you" letter to an interviewer. If he has suggested that you contact him at a specific time, be sure you do it. If he has indicated that he will contact you and does not, you may write him a note expressing appreciation for the time he gave you and explain in as few words as possible why you are still interested in his company.

9. Remember that your first interview is the hardest. You will learn much from your first interview and you will almost certainly do better in succeeding ones. The important thing is to keep trying!

SAMPLE - Letter of Application, to be used with data sheet.

16 Barnaby Street
Bristol, Connecticut 06010
February 15, 197-

Bristol Printing Company
168 Highland Avenue
Bristol, Connecticut 06010

Gentlemen:

I am interested in the position of part time clerk-typist which you have open in your company. According to your ad in the Bristol Press yesterday, you are looking for a person who has had some experience dealing with people. As you will see from my attached data sheet, I have had this experience and have found it both challenging and enjoyable. I have a sound background in English and typing which will meet your requirements.

I shall be available for an interview after 2:00 p.m. on any day convenient to you. Please call me at 583-2968. I shall look forward to hearing from you.

Sincerely yours,

Barbara Jones

PERSONAL DATA SHEET

John [illegible]
1327 Valley Heart Drive
Burbank, CA 91506
Telephone: 224-6539

Personal Information

Age:	18
Place of Birth:	Logan, Utah
Height and Weight:	6'1", 175 pounds
Health:	Excellent

Education

High School:	Burbank High School
Degree:	High school diploma, pending graduation
Major:	Business management--Academic
Grade Average:	B+ (Upper 15% of graduating class)

School Activities

Member of varsity baseball team for three years. Regular shortstop during junior and senior year.

President of Junior Achievement Club during junior year. Formed the Allied Products Company, which manufactured and sold tie racks.

Student body treasurer during senior year. Prepared purchase requisitions and kept records of receipts and disbursements of student body funds.

Work Experience

Newspaper route for one year. Delivered 120 papers a day. Made collections monthly.

Clerk-typist in an insurance office for two summers. Typed insurance forms and letters, sorted company mail, and did other general clerical work.

References (by permission)

Mr. Charles Wheelock, Boys' Adviser; Burbank High School; 525 N. Glenoaks Boulevard; Burbank, CA 91502

Mr. Lloyd Bartholome, Business Instructor; Burbank High School; 525 N. Glenoaks Boulevard; Burbank, CA 91502

Mr. Edward Nelson, Office Manager; Western States Insurance Company; 2613 W. Olive Avenue; Burbank, CA 91502

To: Mr. Joseph Wilson
Bookshelf of Bristol

From: Kathy Quinn
Career Guidance Specialist
Bristol Eastern High School
583-2790

Re: Presentation on Management
"The Speciality Shop"

To: Daniel Viens' Distributive Education Class
Thursday, October 31, 1974
9:06 - 9:57 a.m.
Please report to the guidance office at 8:50 a.m.

Career Related Questions:

1. Why did you choose to open a bookstore?
2. What personality characteristics are important for running a bookstore?
3. What do you enjoy most about your day?
4. How many hours a week does your job require?
5. What is the estimated annual salary for someone in a business like yours?
6. What kind of educational background would be best for someone who wishes to open a bookstore?

Questions Relating to Management:

1. How did you start your business?
2. What are some advantages and disadvantages to running your own business?
3. How many people do you employ?
4. What are your job responsibilities?
5. Do you hire part time help?
6. What do you look for when you hire an employee?
7. Is there an effective way to handle customers?
8. What problems did you encounter as you began your business?
9. What kinds of problems might you be expected to face during the course of a year?
10. How do you determine the reading demand of the public?
11. Do Bristol residents seek out any particular area for reading?
12. Where are funds available to start a business?
13. What regulations must you abide by as a businessman?
14. How do you handle shoplifters?

To: Dan Viens

Re: Management Presentation
"A Company Store"

by Gene Reckert
Friday, November 8, 1974

To: Distributive Education I (period 2)

Questions Relating to Management:

1. What kinds of management problems do you face during the course of a year?
2. What is a "company-owned store?"
3. What do you look for when you hire?
4. How does a person apply for part time work with McDonald's?
5. What makes a company owned store different from a private business?
6. Do you develop your own policies? eg. prices, criteria for employees.
7. Is money needed to begin a company owned store?
8. The history of McDonald's.
9. What accounts for McDonald's popularity?
10. Why do people choose McDonald's over Burger Chef?
11. How does McDonald's choose a location?
12. Who does your purchasing?
13. What is your organizational chart for jobs? What jobs are available with the McDonald's company owned store?

Career Related Questions:

1. How did you get started in your job with McDonald's?
2. Why did you choose to work with McDonald's?
3. Does McDonald's offer management training programs?
4. How many hours a week does your job require?
5. What is the estimated annual salary for someone in a business like yours?
6. What kind of educational background is necessary to work at McDonald's?
7. What are your job responsibilities?
8. What do you enjoy most about your job?
9. What are some of the advantages and disadvantages of your work?

PREFACE-CAREER UNIT

I. Book Evaluation

This unit will extend for quite a period of time, so during the unit, a book will be read dealing, in part, with a particular career. Answer the questions listed on pages 1, 2, and 3. A partial bibliography is given, but feel free to choose another book if you want.

II. Self Evaluation

The purpose of this section is to get you to evaluate yourself and your potential concerning your personality and abilities. If you, after completing the Know Yourself Sections, Your Hobbies, Your Personality, Self Analysis, Interest, and Aptitude Summary sections, still cannot figure out what your personality is like, see me for further help.

III. The abilities section is to help you determine what your potential aptitudes are.

If you can adequately assess them, you will find an easier time investigating certain jobs. If, after completing the Your Abilities Section, and Skills Section, and still cannot come up with a career, see me.

IV. After having chosen a career, fill in the sections entitled Information on a career that interests me and Career Investigation.

V. Interview

Since you will be in contact with many people involved in a particular job, an interview will be required. You are given an outline of what you may cover, but of course you might include other items.

VI. The Project

Choose any one topic from one to ten. This will be in the way of a culminating experience for the unit.

VII. Presentation to the Class

You must report to the class on what you have learned in this unit and perhaps tell about the people you have met. This is an excellent way of sharing information on occupations with the class.

The final project will be typed and summitted for a total grade. Time will be set aside for you to type, but you cannot do everything in the last week. Good luck.

BIOGRAPHIES

Horatio Alger (writer about $$$)
Edwin Howard Armstrong (inventor)
Louis Armstrong (musician)
Fred Astaire (dancer, actor)
James Baldwin (writer)
P.T. Barnum (circus producer)
Ethel Barrymore (actress)
Mary Mc Leod Bethune (civil rights fighter)
Pearl Buck (writer, missionary)
Ralph Bunch (diplomat)
Jim Bunning (baseball player, humorist)
Roy Campanella (baseball player)
Andrew Carnegie (steel magnate)
Hodding Carter (Southern newspaper writer)
George Washington Carver (scientist, educator)
Samuel Clemens (writer, humorist)
Glenn Curtiss (test pilot)
Eugene Debs (labor organizer)
Agnes DeMille (choreographer)
Dorothea Dix (social worker)
Tom Dooley (doctor, missionary)
David Dubinsky (labor organizer)
W.E.B. DuBois (civil rights fighter)
Dwight Eisenhower (soldier, President)
Hamlin Garland (writer, pioneer)
William Lloyd Garrison (newspaper reformer)
George Gershwin (composer)
Althea Gibson (tennis player)
Samuel Gempers (labor organizer)
Pedre Gonzales (tennis player)
Arthur Lewis (stories of millionaires)
Dick Gregory (comedian, rights worker)
Sammy Davis Jr. (entertainer)
Helen Hayes (actress)
Ernest Hemingway (author, hunter, adventurer)
Herbert Hoover (President, humanitarian, engineer)
Langston Hughes (writer, civil rights worker)
Hubert Humphrey (teacher, politician)
Lyndon Johnson (teacher, politician, rancher)
John Kennedy (sailor, politician)
Helen Keller (writer)
Jack London (writer, explorer, adventurer)
Betty MacDonald (Northwest chicken farmer)
Anne Macy Sullivan (teacher)
Stan Musial (baseball player)
Michael Musmanno (judge)
George and Helen Papashvily (immigrant workers)
Jimmy Piersall (baseball player)
Joseph Pulitzer (newspaper publisher)
Linda Richards (nurse)
Eddie Rickenbacker (pilot, airline executive)
Paul Robeson (singer)
John D. Rockefeller (philanthropist)
Richard Rogers (musician, composer)
George Romney (businessman, politician)
Franklin D. Rosevelt (politician)
Alfred P. Slean (business executive)
Adlai Stevenson (politician, diplomat)
Riri Thomas (ghetto dweller)
Harry S. Truman (haberdasher)
Werhner Van Braun (scientist)
Richard Wright (writer, civil rights worker)
Gerpen Parks (photographer, writer)

KNOW YOURSELF

Study yourself by asking these questions:

1. What are the occupations of my parents or guardians?
2. Is there any indication of an inherited tendency or ability in a certain occupation?
3. Have I talent in music or art?
4. Have I mechanical or manual ability?
5. What school subjects do I like best?
6. What subjects do I dislike most?
7. Am I studious by nature or is study hard for me?
8. Am I interested most in studies or outside activities or social life?
9. Do I like detail or routine work?
10. Do I obey orders?
11. Do I like methodical repetition or a variety of work?
12. Have I a good memory for facts, for figures, for people?
13. What sort of books and magazines do I read?
14. Have I a hobby?
15. Do I like mental activity or physical or both?
16. Do I express myself well in writing and in speech?
17. Have I a pleasing voice, clear enunciation?
18. Am I at ease in conversation?
19. Am I a good listener?
20. Am I timid, a go-getter, or neither?
21. Do I stick to a job?
22. Is my manner self-assertive, quiet, noisy, boisterous?
23. Am I frank, kindly, courteous, cordial?
24. Have I a temper or self-control?
25. Am I hasty, impulsive?
26. Have I tact, self-reliance?
27. Am I healthy, strong physically, physically handicapped?
28. Do I lead or direct others, assume responsibility?
29. Am I quick or slow in movements in learning?
30. Have I the mental equipment to do the duties of the occupation in which I am most interested?

KNOW YOURSELF

A good knowledge of yourself is one of the many important things you will learn in your lifetime. This knowledge is the heart of any career search. It also will help you make other decisions in life.

1. What kind of person are you?
2. What are your likes or dislikes?
3. What do you want from life?

These and other questions must be answered. The following sections of the booklet will help you peer inside into the real you.

YOUR INTERESTS

You probably have many interests. Most young people do. Your success and happiness in the working world will depend on how well you know your interests and how carefully you use this knowledge in selecting a career. Like other human traits, interests can be gathered into patterns.

As you attempt to understand yourself and your interests, you should frequently ask yourself such questions as: (answer in sentence form)

1. Do I prefer working with things?
2. Do I prefer working with numbers?
3. Do I prefer working with ideas?
4. Do I prefer working with music, poetry, art?
5. Do I prefer working with people?
6. Do I prefer working outdoors?

You may find clues as to your real interests from:

Your school work
Your hobbies
Your club memberships
Your after school work

Scientific tests group your interests into areas. A list of some of them, with brief definitions, is included in the following table.

INTEREST AREA	WHAT IT MEANS	SOME JOBS AVAILABLE
Outdoor	You prefer work that keeps you outside most of the times, jobs which deal with animals and growing things.	Forest or park ranger, naturalist, extension service worker, farmer, nurseryman, lineman, game warden, biologist, forester, forest worker.
Mechanical	You like to work with machines and tools.	Automobile repairman, watchmaker, drill press operator, engineer.
Computational	You like to work with numbers.	Bookkeeper, accountant, bank teller, mathematician.
Scientific	You like to discover new facts and solve problems.	Doctor, chemist, nurse, engineer, radio repairman, aviator, dietician.

(Know yourself, continued)

INTEREST AREA	WHAT IT MEANS	SOME JOBS INVOLVED
Persuasive	You like to meet and deal with people and promote projects.	Actor, politician, radio announcer, minister, salesman, store clerk.
Artistic	You like to do creative work with your hands. The work usually has "eye appeal" and involves attractive design, color, and materials.	Painter, sculptor, architect, dress designer, beautician, interior decorator, barber.
Literary	You like to read and write stories, poems, or articles.	Novelist, historian, teacher, actor, news reporter, editor, drama critic, book reviewer.
Musical	You like going to concerts, playing an instrument or singing.	Music teacher, organist, singer, member of band or orchestra, choir director.
Social Service	You enjoy helping people, especially those who are sick or needy or who have special problems.	Nurse, extension worker, scout leader, vocational counselor, teacher, minister, personnel worker, social worker.
Clerical	You like office work that requires precision and accuracy.	Bookkeeper, accountant, file clerk, sales clerk, secretary, statistician, traffic manager.

Perhaps the following will help you see yourself more clearly. The numbers listed below under each major heading serve only as a guide. You should list as few or as many as you feel will give you a clear picture of yourself. Fill in.

Self Analysis

1. What I think some of my strong personality traits are:
   1. 6.
   2. 7.
   3. 8.
   4. 9.
   5. 10.

2. What I think some of my weak personality traits are:
   1.
   2.
   3.
   4.
   5.
   6.

3. What some of my friends like most about me:
   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.

4. What some of my friends dislike most about me:
   1.
   2.
   3.
   4.
   5.

5. How I rate my own personality. Briefly describe your evaluation of yourself.

YOUR HOBBIES

Hobbies often grow into careers. Your hobbies may be a valuable clue to your career interest. While you may have several interest areas, hobbies represent interests in which you engage.

Complete the following form to provide yourself a helpful inventory. Fill in the blanks.

Jobs and activities that have to do with others, selling tickets to school events.	My parents say my interests are:	My friends and relatives say my interests are:
Examples: Debating, talking to others, selling tickets to school events.	Example: Selling ideas and activities to people.	Example: Doing things that involve others.

School subjects I like best and why: _____

School subjects I like least and why: _____

Hobbies: _____

Sports: _____

Extracurricular activities: _____

Clubs and organizations: _____

Interest and Aptitude Summary

1. My three most important interest areas are

   1. _____

   2. _____

   3. _____

2. Jobs and other activities that have interested me are

   1. _____

   2. _____

   3. _____

3. School subjects I like best are

   1. _____ 3. _____

   2. _____ 4. _____

4. School subjects I like least are

   1. _____ 3. _____

   2. _____ 4. _____

5. Things I enjoy doing in my leisure time are

   1. _____

   2. _____

   3. _____

6. Sports I like are

   1. _____ 3. _____

   2. _____ 4. _____

7. My extracurricular interests are

   1. _____

   2. _____

   3. _____

8. Clubs and organizations I belong to outside of school are

1. _____

2. _____

3. _____

SKILLS

Skills you can learn and perfect are acquired skills. You must know your limits for learning new skills.

For example, natural skills can be observed in a good athlete. His success is partially based upon natural skill. Probably a greater part of his success is founded upon hours of practice. During practice, he acquires the coordination of movements that make the excellence of his performance.

MANY TIMES PEOPLE WASTE NATURAL SKILL AND ABILITY THROUGH FAILURE TO WORK AT IT AND DEVELOP IT. You have seen this in your classrooms. Your greatest gifts are your native abilities. Failure to make use of them will only lead to unhappiness.

One way to determine your ability to acquire skills is to compare something you do now with the first time you did it.

YOUR SOCIAL NEEDS

There are other things to consider in a career besides the enjoyment and benefits of the career itself. Think carefully about the "whole" of life and the needs you will find outside your career. You will want to be accepted by your community and to take part in its activities. You will want recognition of your accomplishments by your friends and fellow workers. Your consideration of your social needs is a very important part of career exploration.

WHAT DO I WANT MOST FROM MY CAREER?

Study the list below. In the spaces provided, list the items in order of their importance to you. The most important item will be at the top and the least important at the bottom. Write in any other career requirements you think are important.

Natural interest in and pleasure obtained	1._____
Service to others	2._____
Standing in your community	3._____
Leisure time	4._____
Geographical location	5._____
Chance for advancement	6._____
Money income	7._____
Artistic expression	8._____
(Other)	9._____

INFORMATION ON A CAREER THAT INTERESTS ME

1. My career choice is _____

2. Physical requirements of the career:
   1. _____
   2. _____
   3. _____

3. Can I meet all the physical requirements of the career?

4. The location of places I could find an employment?
   1. _____ 3. _____
   2. _____ 4. _____

5. Necessary personal tools and equipment for the career are:
   1. _____
   2. _____
   3. _____

6. The income expected is:
   1. Starting salary per week _____
   2. Expected earnings after 2 years _____
   3. Expected earnings after 10 years _____

7. Chances for advancement are:
   1. In this position _____
   2. By changing to another position _____

8. Health and other hazards found in this career are:
   1. _____
   2. _____
   3. _____

9. Retirement benefits in this career are:
   1. Covered by Social Security? _____
   2. Covered by private retiremant plan? _____
   3. Retirement age in this career? _____

10. Duties expected of me in this career are:
    1. _____
    2. _____
    3. _____
    4. _____
    5. _____

11. What will be the need for people in this career in 25 years?_____

_____

12. What vacation benefits?
    1._____
    2._____

13. What is the demand for persons in this career?
    1._____
    2._____

14. Does the workers have to
    1. Have a special license?_____
    2. Belong to a union?_____

15. What special aptitudes are required?
    1._____
    2._____
    3._____

16. What personality traits are most helpful for this job?
    1._____
    2._____
    3._____

17. What are the general working conditions?
    1._____
    2._____
    3._____

18. What training or education is required for this occupation?
    1. High school_____ 4. College graduation_____
    2. Apprenticeship_____ 5. Graduate school_____
    3. Vocational school_____

19. Where can I get the necessary education?
    1._____
    2._____
    3._____

20. What will be the cost of the necessary training?_____

21. Five aspects of this career that appeal to me are:
    1._____
    2._____
    3._____
    4._____
    5._____

22. Two disadvantages I see in this career:
    1._____
    2._____

23. Two advantages I see in this career are:
    1._____
    2._____

24. Compare your findings about the career area with your self analysis:

1. Do I qualify for this career?_____
   If no, why not?

2. Would I be happy in this career?_____
   If no, why not?

The following are sources you may use to collect the information you need:

Lovejoy's Career and Vocational School Guide

Vocational Career Guide for Connecticut

Guide to College Majors

The 1971-72 Airline Guide to Stewardess Careers

1970 Directory - Education and Training Programs for Connecticut Health Occupations

New England Regional Student Program 1972-73

Brochures in the occupational file

College Catalogues

Chrysler Corporation Encyclopedia of Careers - Vol. II

Occupational Outlook

CAREER INVESTIGATION

Write an explanation of why you have chosen this career to investigate.

Have you ever held a job in this career area? Is so, where?

List any interesting facts about the service which workers in this occupation render to other people.

Are workers in demand today? Give evidence (for example, newspapers). Is employment expected to increase or decrease? Much or little? Why?

Which of the following words would best describe the activity you would be performing of the job?

walk, jump, run, balance, climb, crawl, kneel, stand, turn, stoop, crouch, sit, reach, lift, carry, throw, push, pull, handle, feel, talk, hear, see.

Is the work done inside, outside, or both? Is it done under abnormal conditions of high, low, or changing temperature? Is the place of work likely to be dry, humid, wet, dusty, dirty, noisy, cramped, inadequately lighted, ventilated, malodorous? Is the work done with others, around others, or alone?

What are the upper and lower age limits for entrance and retirement?

Is this predominately a male or female occupation? Are there reasonable opportunities for both? Is there any more active demand for one than for the other?

Are there any maximum or minimum height or weight requirements? What?

Are there any other measurable physical requirements, eg. 20/20 vision, freedom from color-blindness, average or superior hearing, physical strength, etc.? Be specific. Don't generalize about "good health" and other desirable qualities needed in all occupations.

Must tools and equipment be supplies by the worker at his own expense as a physician must equip his office? Must this be done even when being trained for the occupation? In general, what are they?

Is a license or certificate required? Where and how does one get a statement of the requirements? In general, what are they?

Unions: Is the closed shop common or predominant? If so, what are the requirements for entrance to the union? Initiation fees? Dues? Does the union limit the number admitted?

Is employment steady, seasonal, or irregular? Does one earn more or less with advancing age (eg. professional athletes). Is the working lifetime shorter than average (eg. movie stars)?

Are the skills acquired transferable to other occupations?

Is the work hazardous? What about accidents, occupational diseases? Is the worker exposed to: vibrations, mechanical hazards, explosives, moving objects, high places, danger of burns, electrical hazards, radiant energy, toxic conditions?

In comparison with other occupations requiring about the same level of ability and training, in what ways are these occupations more or less attractive?

What are the related occupations which might prove acceptable to the person who thought he wanted to enter this one but then finds either himself or the occupation lacking something?

List the names and addresses of major professional associations, organizations, or persons from which you got helpful information, for example, Dept. of Health, Education, Welfare.

List all the things you would have to do in these occupations that you think you could not do well or that you would dislike doing.

List any requirements that you think you might find it hard to meet.

List the number of years of high school and other schooling that you would have to have to enter this occupation. Also list the number of years of high school and further training that you think you have the ability, the money, and the desire to get.

How many persons are employed in this occupation in the community in which you wish to work?

How much money could you earn in this occupation, in the first year, after five years, after ten years. Also list how much money you think you would have to earn in order to feel that you were doing about as well as you have a right to expect: in the first year, after five years, after ten years.

How many jobs in this occupation become vacant each year in the community in which you wish to work?

List the most important reasons why you think this would be a good occupation for you to enter.

List the most important reasons why you think this would not be a good occupation for you to enter.

If you had to decide today whether or not to enter this profession, what would you decide and why?

How much and what kind of preparation is required to meet legal requirements and employer's standards? (Distinguish clearly between what is desirable and what is indispensable). How long does it take? What does it cost? What does it include?

Where can one get a list of approved schools?

What kind of high school or college program should precede entrance into the professional school? What subjects should or must be chosen?

What provisions, if any, are made for apprenticeship or other training on the job?

Is experience of some kind a prerequisite to entrance? Describe.

How does one get his first job? By taking an examination? By registering with employment agencies? By joining a union? By applying to employers? By saving to acquire capital and opening his own business? How much capital is required?

What proportion of workers advance? To what? After how long and after what additional preparation or experience?

What are the related occupations to which this may lead?

What are the most dependable average figures you can find on earning by week, month, or year? What is the range of the middle 50%? Pay most attention to beginning wages and average wages of all workers. Avoid misleading emphasis on the exceptional worker who is highly paid. Include extra earnings from tips, commissions, pension insurance plans, free board and room, expense allowances for auto, travel, etc. Mention deductions for uniforms, union dues, pension and insurance plans, etc.

According to U.S. Census, how many were employed in this occupation? How many were women, how many were men?

Are the workers evenly distributed over the U.S. in proportion to population, or concentrated in certain areas? Where? Why?

Can a person practice this occupation anywhere that he may wish to live? Do conditions in small towns and rural areas differ materially from those in urban centers? How?

List what workers say they like best and dislike most about their jobs. Are hours regular or irregular, long or short? Is there frequent over time or night work? Sunday and holiday work?

What are the vacations?

THE INTERVIEW

Purposes

1. To find answers to those questions in Step II that you couldn't find answers to in your reading.

2. To find out what a typical work day is like in your occupation.

Interviewer: You

Interviewee: A person whom you know or whom you can meet who is employed in the occupation which you are investigating.

Procedure

1. Understand what it is you want to find out in the interview (See Purposes Section above).

2. Prepare (write out) all of the questions which you are going to ask during the interview.

3. Get my approval of the questions before you hold the interview.

4. Hold the interview.

5. Write up the interview in paragraph form. The write-up should not simply be a series of answers to questions.

6. Submit the write-up of the interview to me.

7. Write a thank-you letter to the person you interviewed.

Questions developed by the students in Senior Homemaking and Senior Home Planning classes in preparation for the presentation made by the bridal consultant.

1. Can you rent gowns?
2. What is the cost of rental?
3. What type of wedding gown is most expensive and what type least expensive?
4. Where should you go to buy a wedding gown? At what store?
5. Are long trains in style?
6. How do you go about having a garden wedding?
7. How far ahead should you order a wedding gown?
8. Can you make monthly payments on a wedding gown or must the gown be paid for in full?
9. How much on the average does a bridesmaid dress cost?
10. Who pays for dress alterations?
11. What would you consider a good price on a wedding gown?
12. Does the veil come with the wedding gown?
13. Do you think a hat or a veil goes best with a wedding gown?
14. What is a good number for bridesmaids?

Bristol Career Education Program
Bristol Eastern High School
632 King Street
Bristol, Connecticut 06010

Dear Sir:

One phase of the Bristol Career Education Program is the development of a Placement Program at the high school level. We are interested not only in helping graduating seniors find jobs but also in helping them develop job seeking and job keeping skills.

As librarian, I'm interested in developing a resource booklet that would contain job applications and sample interview questions. I would appreciate it if you could send me one or if possible up to thirty copies of your job application form. If there are interview questions that you consider important, I would appreciate a copy of these too. The materials you send will be used in conjunction with our high school English classes.

We appreciate your willingness to cooperate in this project.

Sincerely,

Charles Baer
Librarian
Kathleen Quinn
Career Guidance Specialist

KQ/dl

CAREERS

NAME PERIOD DATE

CLUSTER OCCUPATION

MEMBERS OF GROUP

1. Using blue book, "An Analysis of 15 Occupational Clusters" summarize information given that pertains to your cluster. Look up your cluster in the table of contents found in the beginning of the book; include all possible occupations that are related to your occupational choice; eg. nurse-R.N., L.P.N., nurse's aide, any nursing in a hospital or convalescent home, etc.

2. Using orange book, "Occupational Outlook Handbook" summarize information given that pertains to your occupational choice. Look up your occupation in the index in the back of the book, include what your occupation involves, working conditions, salary range, future opportunity of employment, list of places to write to for further information.

See your guidance counselor for help. Briefly summarize what services are in the guidance office to help you select a place for further education or pick one school in Connecticut you could attend for further schooling or training for your occupation. Include all science courses you would be expected to take at this school before you would graduate. Include expected cost for this schooling, degree expected upon graduation, occupations this school would prepare you for, include how many years of schooling for your choice.

Write to several of the places you included in your list "for further information."

Be sure to include the following in your paper. Follow any directions given.

1. The career chosen must be related to biology.

2. What are the qualifications needed for this career?
   a. physical qualifications
   b. educational qualifications (not necessarily college)

3. Where is the training available for your career? How much time does the training take?

4. What are the job opportunities available in the field you chose?

5. What is the pay scale?

6. What are the fringe benefits?

7. What are the opportunities for advancement?

8. What does the job entail? (What does one actually do on the job?)

9. What are the responsibilities that go with the job?

10. Select three different schools in three different regions of the United States (North, South, East, or West). Give all of the details about the school that you can find. Be sure to include:
    a. transportation costs
    b. cost of books
    c. a description of the program you might choose from each school
    d. any other information that might be needed

11. On the strength of the answers to all of the above questions, DECIDE on the school or training you will take. (Remember, you have been accepted at all <u>three</u> schools or training programs).

12. Explain the basis of your decision.

The guidance office or Career Office is a good place to find information. You might also try writing to schools or companies for more information but, remember that the mail is slow and no extensions will be given on the paper once a due date is established. Another way to find information might be to visit the place where the job you desire is offered.

November 22, 1974

TO: Mr. Walter Siel
Assistant Treasurer

FROM: Kathy Quinn
Career Education Specialist
Bristol Eastern High School

RE: Presentation on Banking to students in an Economics Seminar class.
Wednesday, October 16, 1974
10:55 - 11:45

RE: Career Opportunities

1. What career opportunities are available to high school graduates in banking?
2. What are the opportunities for promotion at CBT?
3. Does CBT offer its employees the opportunity to further their education?
4. What subjects should a high school student take to prepare himself to go into the field of banking?
5. What personal qualities should a person going into banking possess?
6. How did you move into your position as bank manager?

RE: Banking as it relates to inflation

1. What effect does inflation have on banking?
2. Why is it so difficult to obtain a mortgage?
3. Who controls interest rates?
4. How has inflation affected savings and loans in your bank?

November 22, 1974

TO: Mr. Keith Dubay
Vicino Agency

FROM: Kathy Quinn
Career Guidance Specialist
Bristol Eastern High School
583-2790

RE: Presentation on Real Estate

TO: Mrs. Gwen Czertak's Economics Seminar class on November 14, 1974

Career Related Questions:

1. Why did you choose real estate as a career?
2. What kind of education did you need to go into real estate?
3. What kind of hours are you required to work?
4. What are the things that you like and dislike about your job?
5. What is the most important personal characteristic that a real estate agent should possess?

Real Estate as it Relates to Inflation:

1. How has inflation affected the employment opportunities for real estate brokers and salesmen?
2. What effect has inflation had on the real estate business?
3. How does real estate buying differ in a prosperous economy as opposed to an inflationary economy?
4. Is there a noticeable difference in a person's attitude when they are considering purchasing a home or a piece of property?
5. What solutions or steps are being taken to save the jobs of realtors?
6. Have you had a layoff of employees due to inflation?
7. Describe the "apartment picture" in Bristol for 1974-75. (available apartments, costs, apartment vs. home owning renting)

Bristol Eastern High School
Community Studies I
Volunteer Career Program

A part of the on-going program of the Community Studies course is an involvement of each and every student into a volunteer work experience program. The principal intent of the specific section as well as the course in total is to help create a positive self-image for the student. The students will be involved every Thursday, periods 1-4 in a number of volunteer situations throughout the community and will be supervised by an immediate supervisor on the job and by one of the four Community Studies teachers.

The student will enter into a work contract for the situation and the parent will be informed and give written permission before any assignments will be filled. Transportation will be arranged by the cooperating agency or by the faculty involved.

This program is being developed in cooperation with the Career Education Department in order to give realistic career exposure and exploration as a basis for possible work situations, and as a stimulus to academic learning and the meaningfulness of same in the other classroom situations.

In specially approved situations, students may report directly at 8 a.m. to their volunteer work situation. Homeroom teachers will be notified as the students are placed. The work supervisors will call the school if the student is absent from the work site.

In other approved situations, students who have periods 5 and 6 study halls may be allowed to remain at their work station for the duration of the day. It is also agreed that since these are alternative classroom situations, student insurance policies are not needed.

Bristol Career Education Program

Bristol Eastern High School

STUDENT VOLUNTEER APPLICATION

1. Name _____
   Last First

2. Address _____

3. Telephone _____ Grade Level _____

4. Age _____

5. Name of parent or guardian _____

6. List any particular interests or hobbies _____

   _____

7. Do you have any particular skills? (Music, art, sports, secretarial skills, etc). _____

   _____

8. Check any of the following areas in which you think you might like to volunteer:

   Clerical Aide _____ Teacher Aide _____
   Library Aide _____ Tutor _____
   Day Care Aide _____ Visitor to the elderly _____
   Nature Center Aide _____ Hospital Aide _____
   Park Department Aide _____

9. Have you ever been a volunteer before? _____ What did you do? _____

   _____

10. Why did you select the activity or activities you checked above as areas in which you would like to volunteer?

    _____

    _____

    _____

    _____

    _____

Volunteer Job Description
Bristol Career Education Program

Bristol Eastern High School

1. Agency: _____

2. Address: _____

3. City: _____ State & Zip Code: _____

4. Job Location (if other than agency): _____
_____

5. Number of students needed for this job: _____

6. Days wanted: _____ Hours needed: from _____ to _____

7. Tasks _____
_____
_____
_____

8. Special qualifications: _____
_____
_____
_____

9. General skills needed: _____
_____
_____
_____

10. Special skills desirable: _____
_____
_____
_____

11. Is agency providing transportation? _____
Application for this position should be made to:
Name: _____ Telephone: _____

Address: _____
_____

TO:

FROM: Community Studies Teachers

RE:

This student will not be in attendance in your period_____ class until further notice on Thursdays only. This student is participating in a volunteer work program and will be continuing at this site during the duration of your class period. Thank you for your cooperation.

Beryl Josephson

TO:_____

Homeroom #_____

Until further notice, _____ will not be in homeroom on Thursday mornings, but should not be marked absent. This student is participating in a volunteer work situation in Community Studies and reports directly to this job situation at 8:00 a.m. If the student is not at the job, attendance will be reported from that site.

Thank you for your cooperation.

Beryl Josephson

BRISTOL EASTERN HIGH SCHOOL
COMMUNITY STUDIES I
VOLUNTEERS CAREER PROGRAM

PARENT PERMISSION FORM

Dear _____,

The Community Studies program in which _____ is enrolled as a freshman at BEHS is beginning a volunteer work program. The intent of this program is to involve our students in career exploration situations and to give them the opportunity to develop an enthusiasm to give a service and skill by working in the community. _____ will be doing volunteer duty during school hours at _____. This service will be given every Thursday, periods 1-4, and the completion of satisfactory job performance will constitute a major portion of the grade in Community Studies. We expect the students to be dedicated to the volunteer situation they have chosen and that this in turn will be a very worthwhile educational experience.

Please complete and detach the following form signifying your permission for _____ to participate in this program. You may call us at BEHS if you have any questions.

Very truly yours,

Beryl Josephson
Velma McAuliffe
Peter Mortenson
Richard Croce

_____ has my permission to volunteer at

_____ during school hours every Thursday as part of the Community Studies program.

Date _____

_____
Parent or Guardian

Bristol Eastern High School
Community Studies I
Volunteer Career Program

STUDENT AGREEMENT

I, _____, enter into contract with _____

_____ to perform volunteer service at this agency, beginning _____. I understand that my commitment to this agency is for every Thursday, periods 1-4, and that my performance at this volunteer station constitutes a portion of my grade in Community Studies. I will perform the work assigned by my supervisor, notify my supervisor of absence because of illness, and immediately alert my supervisor of any unusual job situations.

Date_____ _____
STUDENT

Date_____ _____
SUPERVISOR

Bristol Career Education Program

Bristol Eastern High School

Community Studies
Volunteers in Action Program

Name of Student_____Name of Supervisor_____
Date_____Time of Arrival_____Time of Departure_____
Task Assigned:
I _____ did _____ did not perform the assigned task.
Comments:

Supervisor's Copy

Name of Supervisor_____ Name of Student_____
Date_____
Task Assigned:
How did the student perform the task?

Any other pertinent comments.

Request for a conference with BEHS teachers.

Evaluation of Student Volunteer
Bristol Career Education Program

Bristol Eastern High School

Student Volunteer's Name_____

Agency_____

1. Please list assigned duties of the volunteer_____
   _____
   _____

2. Was the volunteer on time?_____

3. Did the volunteer abide by agency rules?_____

4. What age group did the volunteer work with?_____

5. If available, would you want the same volunteer again?
   YES_____ NO_____

GENERAL APPRAISAL

1. What was the volunteer's attitude toward his or her assignment?_____
   _____

2. Did the volunteer establish good rapport with people?_____

3. Was the volunteer prepared for the assignment?_____

4. Please evaluate overall performance:
   Circle one: 10 9 8 7 6 5 4 3 2 1
   excellent very unsatisfactory

Additional comments on volunteer:_____
_____

Comments, criticisms, and suggestions on the high school Volunteer Program in general:_____
_____

Date of Evaluation:_____ Your name:_____

q

Evaluation of Agency
Bristol Career Education Program

Bristol Eastern High School

Agency_____ Name of Supervisor_____

Description of Service_____

_____

	(Circle one)
Was your supervisor:	
Available?	YES NO
Helpful?	YES NO
Understanding?	YES NO
Was the agency orientation:	
Satisfactory?	YES NO
Sufficient?	YES NO
Was your job:	
Meaningful?	YES NO
Interesting?	YES NO
Important?	YES NO
Challenging?	YES NO
Did you have sufficient adult contacts?	YES NO
Did you get to know co-workers?	YES NO
Were they:	
Helpful?	YES NO
Understanding?	YES NO
(If applicable) Was transportation:	
Dependable?	YES NO
Prompt?	YES NO

Would you like to see this position continued for students? YES NO

Would you like to see this agency continue in this program? YES NO

Please make additional comments and suggestions on back of this sheet.

Your signature:_____

Date:_____

Program Evaluation
Bristol Career Education Program

Bristol Eastern High School

1. In general, how would you rate the program? (Circle one)
   Excellent Very Good Good Fair Poor

2. Do you see value in the program: (Circle one)
   a. For yourself? yes no
   b. For others? yes no

3. Were you aware of any change in your own attitudes? yes no

4. Would you wish to participate in this or a similar program again? yes no

5. Was the training program:
   a. Adequate? yes no
   b. Useful? yes no
   c. Necessary? yes no

   What improvements would you suggest?_____
   _____
   _____

6. Can you suggest any specific ways in which the school, agency, or student volunteers can function more effectively?_____
   _____

7. What changes would you like to see in the program?_____
   _____

8. Additional comments or suggestions:_____
   _____
   _____

Date:_____ Signature:_____

Volunteer Worksites
COMMUNITY STUDIES I

Bristol Day Care Center	3
Bristol Chapter of the American Red Cross	2
Red Cross Friendly Visitors	2
Red Cross sponsored Convalescent Homes	2
Bristol Boys' Club	6
Sarah Reynolds	5
Social Security	1
Greene-Hills School	10

Bristol Eastern High School
Volunteers in Action Class
Mr. Thomas Chauvin

An Alternative Volunteer Program

It is proposed that an additonal dimension of our present V.I.A. program be put into action. The program initially will only involve the present members of B.E.H.S. V.I.A. class. In order to give students as much realistic exposure to active volunteering as possible, we propose that one class period per week, ex. Thursday be a time when the students would be released from the school building for additional volunteer work. The areas of volunteer work would be chosen and assigned by the instructor with consideration of the student. The areas of experience would be different from their two-hour outside-of-school volunteer work. This type of program is to allow students to realize the value of volunteer work that might never have been considered by them. The students will be supervised by the respective agencies and evaluated bi-weekly on their effectiveness and the value it has or does not have upon the individual student. Parents of the V.I.A. student will be asked to sign a formal release form thereby having full knowledge of their child's activities while being a member of the V.I.A. class.

For additional forms see thos contained in Appendix 12.

Introduced by: Richard Matt

Goal:: Visitation, Fairfield Career Resource Center, Roger Ludlowe High School, Fairfield, CT

Career Education Objectives:
To see a resource center in operation.
To come away with new ideas and direction to incorporate into the operation of a resource center.

Procedure: The visitation was comprised of a detailed demonstration and explanation of each component of the Fairfield resource center by Bill Whitely, center director. The major areas covered were as follows:

1. Career files
2. College files
3. Independent study
4. Job placement
5. Forms (The resource center provides forms for draft registration, social security cards, working papers, etc.)

Also visited were the school library and media center, which is open to both students and teachers.

Evaluation: An overall appreciation of what can be accomplished by the career resource center was gained and will be a great asset in future operations of our resource center.

Goal: Visitation: Rhode Island College
Curriculum Resource Center
Providence, Rhode Island

Career Education Objectives:
To view the operation of the Curriculum Resource Center at Rhode Island College and try to come away with ideas, suggestions, directions, etc. to incorporate into the running of our local Career Resource Center.

Procedure: The group was guided through the Curriculum Resource Center by Mr. Woolman, Librarian. Special attention was paid to career education materials and the audiovisual systems in the center. Also covered was the method of operation of the center and how it goes about meeting the curriculum needs of schools all over the state of Rhode Island. Mr. Woolman also informed the group of his plans for future programs of the center, among them a mobile resource center to make regular rounds of state schools.

Results: The group saw a very highly centralized operation which seemed to be, in some ways, trying to de-centralize in order to reach more teachers. We have been placed on the center's mailing list and have obtained copies of their Career Education Resource Bibliography. Several suggestions made by both Dr. Lapan and Mr. Woolman will be taken into consideration.